

Academy Survey of Members

2016

Executive Summary

The full survey results are available at [\(insert link here\)](#). The survey reveals that TUCO members are operating in a highly competitive environment where client demands are changing significantly both in volume and preferences, notably in increased allergen awareness, increased demand for healthier food and increased demand for compliance with religious requirements in food. In the responding institutions, there is increasing demand from international students. These changes offer great opportunities for operational success as well as great demands for appropriate learning and development for staff at all levels.

SPECIFIC OUTCOMES:

- TUCO members cater for an estimated 3.5million students.
- TUCO members produce 635,000 meals a day translating to an estimated 3.8m per week (assuming 50% trade at weekends). Assuming an average transaction value of £4.00, this is a turnover of £15m per week. (Transaction value based on Qa benchmarking study 2016)
- The busiest day of the week is Wednesday and the least busy day (excluding weekends) is Friday.
- TUCO members employ 32,730 staff members.
- 58% of all staff are front line, 14% are chefs, 13% are front line leaders and 15% are senior managers or above.
- The estimated total learning and development annual budget for members is £1.4m.
- The priority order for learning and development for staff is Chefs, front line and management.
- There is significant reliance on “catering champions” (i.e. that one employee who has significant experience, dependability and good attitude).
- There is significant support for personal development plans, although this diminishes with front line staff.
- There is significant support for “grow your own” staff i.e. generating competencies and efficacy amongst current employees or recruiting with the specific objective of developing staff.
- There is an appetite for mentoring and coaching staff especially at higher levels.
- There is demand for regular discussion and sharing of the top three challenges for members at any given moment.
- There is demand for more and better technology training both by suppliers and by TUCO.
- The biggest obstacles to course attendance are location and staff availability.
- Procurement is seen as the biggest critical success factor for members.
- Learning and development is seen as central to critical success factors.
- There is some support for incentivising learning and development.
- There is strong support for accreditation of courses and for co-creation of courses.
- There is some support for e-learning and live streaming of courses but face to face deliver is preferred over both.
- There is striking longevity of service amongst senior staff of TUCO members and a significant number of senior staff started their career as a chef.
- There is demand for courses on operational improvement, strategy, finance management and skills to support innovation.
- There is strong support both for the TUCO Academy and for the appointment of the TUCO Academy Manager.
- There are number of suggestions about courses and initiatives e.g. creating a course on introduction to working in a University.

THE TUCO RESPONSE

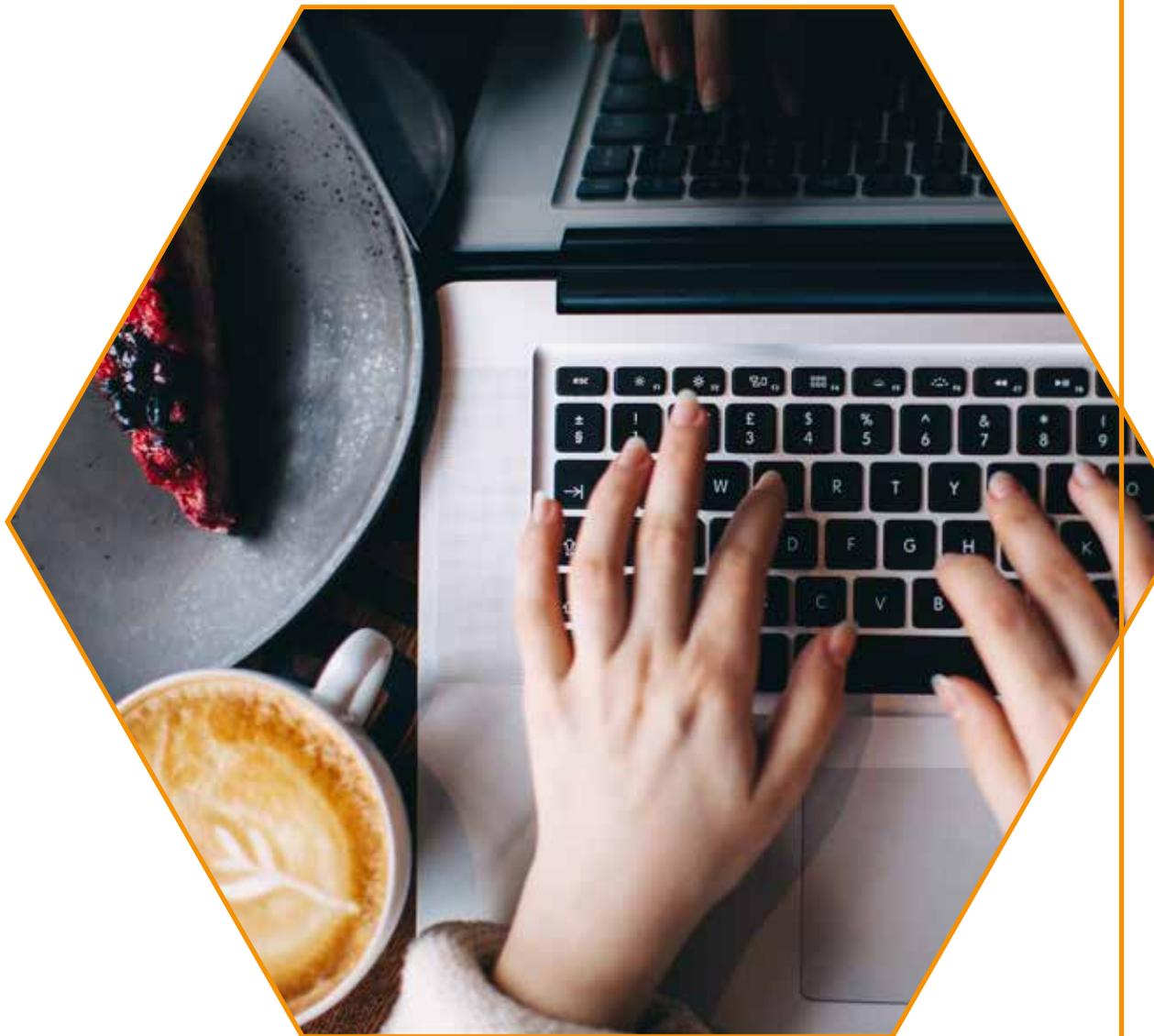
- Recognising the need for regional delivery of courses, the TUCO Academy programme has been offering courses in each TUCO region. For the coming year, this will be reduced to five regions, eliminating those where there was little or no support for the courses. Access to online learning is an excellent way of delivering training in the institution at times when staff members can be available and so TUCO Academy has developed an online offering with Upskill People that not only meets compliance and service skills needs but also embodies the new apprenticeship standards. The TUCO Academy will continue to develop online content for staff at all levels in member institutions.
- TUCO members have been at the leading edge of allergen awareness and healthier eating training. There is potential to extend this expertise by offering training in these areas to students and other University staff as well as to community stakeholders.
- The scale of TUCO members' combined operations should underline its role and contribution to the hospitality industry and place it as a significant voice in developing modern apprenticeships.
- The support not only for growing our own staff but also for personal development planning has informed the creation of the TUCO Career Map which demonstrates the pathways to advancement in TUCO member organisations. The TUCO Academy will be using the career map to frame and develop learning and development courses. The TUCO Academy will also work on templates for personal development plans that will support members.
- The TUCO Academy Apprenticeship schemes have been developed specifically to meet the demand for growing our own staff.
- The TUCO Academy study tours are not only responding to the demand for understanding the various market segments of our clients but also developing skills and experience. A spin off from the recent Vanilla Black study tour is that some participating chefs will work with the Vanilla Black team to build and extend their knowledge of vegetarian cookery and menus. The TUCO Academy will actively seek to augment study tours with additional experiences.
- TUCO's expertise in procurement and effective use of the TUCO frameworks are critical to the success of members. TUCO will continue to offer support to members in order that they can use the frameworks to maximum efficacy. The TUCO Academy will work with suppliers to develop and improve technology training and to develop courses for social technology.
- Innovation and product development is a critical success factor and the TUCO Academy will seek to offer opportunities for innovation workshops.
- The survey has opened a channel of communication on demand for learning and development needs which the TUCO Academy will maintain and actively nurture.
- The TUCO Academy will be taking active steps to co-create course content and delivery with its members.
- The TUCO Academy courses for 2016-17 start to address the demand for courses in strategy, finance, operational management and innovation. These initial offerings will be reviewed and developed for coming years.
- The TUCO Academy will develop courses for mentoring and coaching and create a matching facility, where members can offer and seek mentoring and or coaching.
- TUCO will create regular opportunities regionally and nationally for members to discuss the top three current challenges and the TUCO Academy will respond with supportive training and development where appropriate.

1.0 *Research Overview*

BACKGROUND

TUCO has significantly reduced food and beverage costs through collective membership negotiations with identified suppliers. This has had a beneficial impact with respect to the financial sustainability of all members. The hospitality environment is continuously changing such as increasing international student numbers, allergen awareness, and staff recruitment in a highly competitive employment market. A possible solution to assist with managing environment changes is the inception of the TUCO Academy and its learning modules and courses. Moreover, there is an emerging appetite for the development of the TUCO Academy, that would offer relevant and timely learning modules and courses, which increases staff competencies (or skills) and knowledge, and enhances hospitality department efficacy in order to successfully achieve identified business performance outcomes (or goals).

The TUCO Academy could offer stability and opportunities in an uncertain and turbulent business environment. Therefore, this research aims to explore members' views with regards to the inception of the TUCO Academy. The aim is to co-create (Normann and Ramirez, 1993) the shape (or scope) and definition of the Academy which would benefit all members. Key findings from member participation in a survey are highlighted, with an interpretation which informs some suggested ideas (imagination (see figure 1.0)) for the development of the TUCO Academy. This document is viewed as a sense-making (Weick, 1995) document to facilitate informed membership conversations in the decision-making of the TUCO Academy and its learning modules and courses.



RESEARCH PARTS AND PROCESS

This research has two important parts in order to achieve the aims of the work, and address identified primary questions and objectives. The two parts have distinctive research strategies and data collection methods, which are, respectively, case study strategy (Yin, 2005) and the Holon Enquiry Methodology (HEM) (Bell and Warwick, 2007) (see Appendix A for an outline of Holon concept) (a problem structuring approach) (see figures 1.0, 2.0 and 3.0), and survey strategy and the questionnaire method (Saunders et al, 2015). A simple process model guides this exploratory research (see figure 1.0). The research process is also informed by De Bono's (1992) Thinking Hats (white hats - linked to facts and figure, red hat - linked to emotions and feeling, black hat - caution and careful, yellow hat - speculation and positivity, green hat - creativity, blue hat control). Additionally, the idea of co-producing (Normann and Ramirez, 1993) with relevant stakeholders (or actors (see figure 3.0)) in order to create value for all participants is also central to this investigation.

The first part, involves individual meetings with management teams of identified Hospitality departments, which through conversations guided by HEM explores the current situation (S0) of the hospitality department. This offers an understanding of current departmental practices and associated issues. Moreover, this informs potential shaping (or scope) and purpose (or definition) of the TUCO Academy and highlighting relevant modules and courses, which may impact upon a future vision (or future situation (S1)) of the hospitality department (see figure 1.0) and may be an enhancement of organisational efficacy. The second part, involves the design of a questionnaire in order to engage with all TUCO members. The questionnaire aims to gain an understanding of individual hospitality department operations, tasks, constraints and issues. Additionally, to elicit guidance for the shaping (or scoping) of the TUCO Academy and its courses and modules - this shall lead to a definition of purpose.

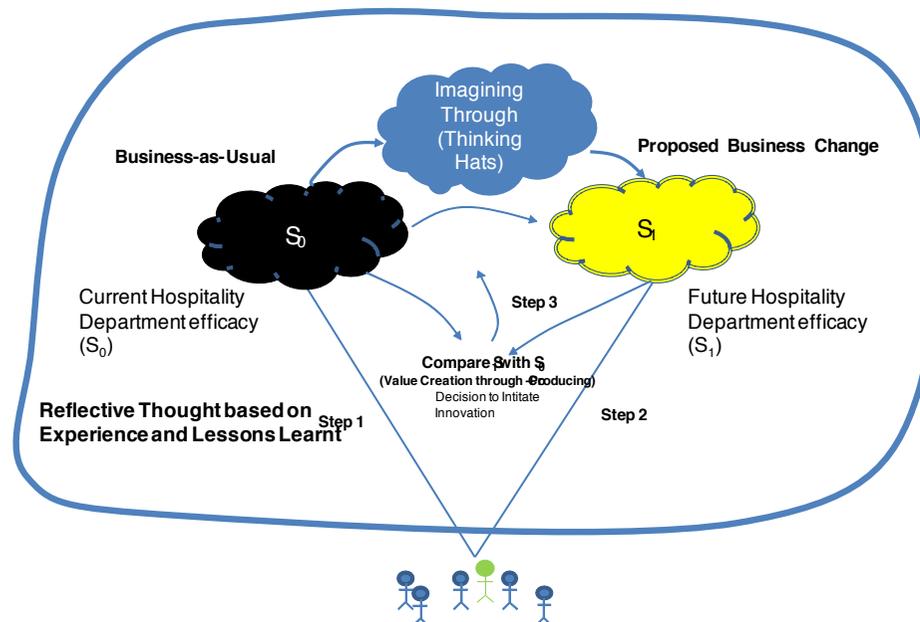


Figure 1.0: Research Process for Visioning Through De Bono Thinking Hats

CASE STUDIES

It was important to gain an understanding of the complexities and constraints of various Hospitality departments, and their vision and requirements for a TUCO Academy. Therefore, five case studies (part 1 of the research) were undertaken with the following members: Durham University, Edinburgh University, Harper Adams University, Reading University and South Wales University. This produced five reports entitled, e.g. Findings from Harper Adams Conversations (Bell, 2015b).

The Holon Enquiry Methodology was applied to guide conversations (thinking holistically) with catering directors and some key team members. These studies provided a holistic appreciation of respective catering department needs, university context and business environment, which informs relevant issues and learning needs of hospitality staff. Further appreciative conversations captured various perspectives with regards the TUCO Academy and its learning modules and courses. The case studies revealed both expected and unexpected findings, which highlighted a rich problem setting for this research. Moreover, the case studies suggest the success of the Academy and library is a more complex issue than originally anticipated. Furthermore, the identification of learning modules and courses are not enough for the development of a successful Academy. This view influenced the design of the questionnaire.

RESEARCH QUESTIONS AND OBJECTIVES

The first part of this exploratory investigation –has broadened the scope of the primary research questions, and questionnaire design – which is the second part of the study. It is conjectured that an effective TUCO Academy and its learning modules and courses can enhance the hospitality department efficacy which positively affects business strategy and changes to business performance outcomes (highlighted through business marginal gains). Furthermore, the Academy may offer stability in a turbulent and dynamic business environment. The conjecture informs the following primary questions are identified:

- What are the current issues of hospitality departments?
- What areas can the TUCO Academy make a difference to hospitality departments?
- Why are these identified learning modules and courses important?



2.0 Survey Design

The adaptive whole concept (see appendix A) is applied to organising the questionnaire for sense-making and decision-making purposes (see figure 2.0). The questionnaire has five domains (or holons/wholes), namely, University, Hospitality Department (input, process, output), TUCO Academy, TUCO modules and courses, and Respondents. The domain (or holons) and associated attributes (or properties) have been identified at the Hospitality department hierarchical level. The questionnaire aims to appreciate the current member's hospitality

situation (SO) ('the means' 'the what's', 'the how's', 'the who') and its performance outcomes ('the ends', 'objectives or critical success factors', 'the whys'), and is influenced by De Bono's white hat (facts and figures 2.0). The questionnaire explores the inception of the TUCO Academy, and its learning modules and courses, which has links with yellow hat (speculation and positivity) and green hat (creativity). The aim is to explore (links with co-producing) the shape and definition of the Academy which would benefit all member hospitality department (value creation) through the learning and development of all staff. The proposed questionnaire is primarily viewed as descriptive in purpose, but has some explanatory (cause/effects) aspects in its design.

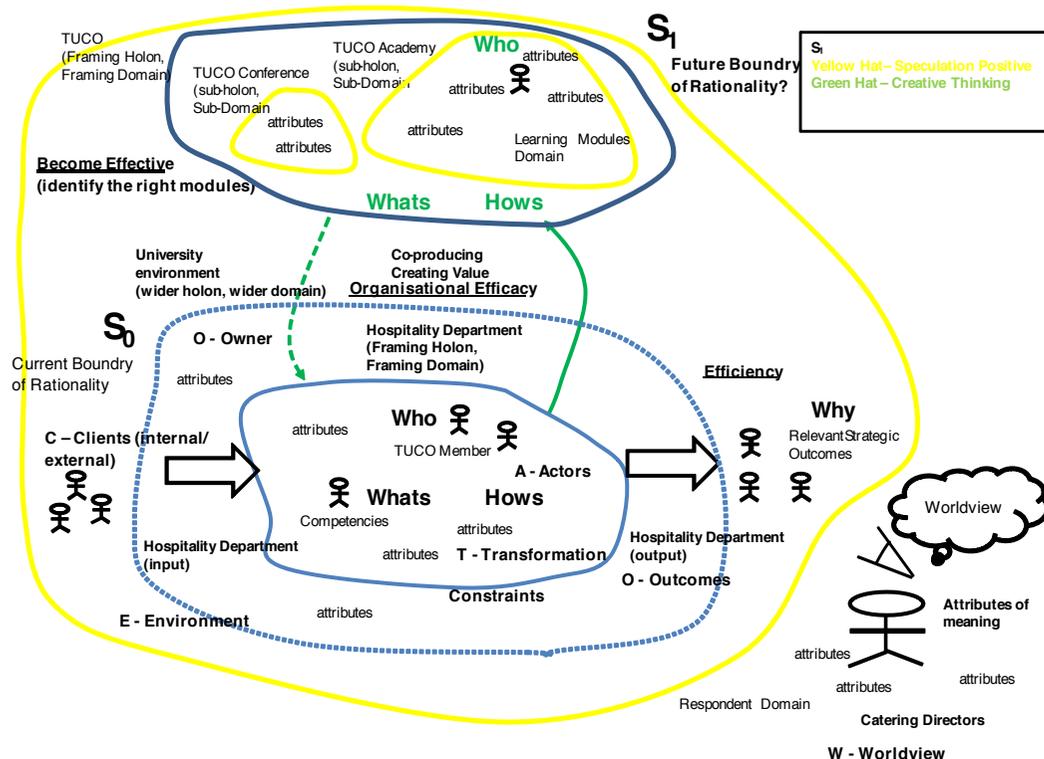


Figure 2.0: Questionnaire Design Structure Based of the Adaptive Whole Concept

3.0 Survey Participation

The questionnaire was distributed, through Bristol On-line Survey (BOS), to all TUCO members on the 18th April 2016 and was closed on the 23th May 2016. The questionnaire takes approximately 30 minutes to complete and had 53 key questions (see figure 3.0) with various secondary questions which were nested. It was found that 45 members successfully completed the questionnaire, which is approximately a 20% response rate. Furthermore, a review of participant profile suggests a good sample representation of the TUCO membership (or population).

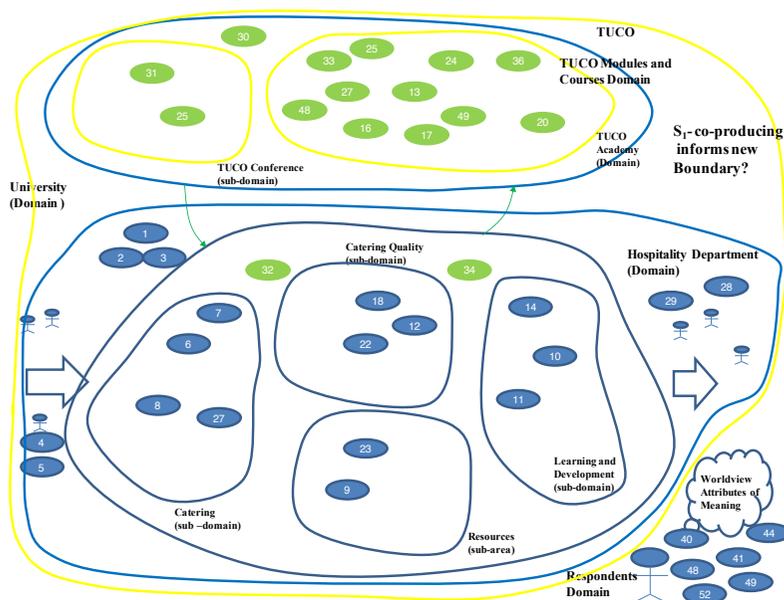


Figure 3.0: Questionnaire Design (based on Holon Thinking), Domains, Attributes, Questions and Values

4.0 Domain 1 – University

The aim of this part of the questionnaire is to attain data for identified attributes of the University domain.

MEMBERSHIP AND INSTITUTION CLASSIFICATION

QUESTION 1: WHAT IS THE TUCO MEMBERSHIP STATUS OF YOUR HOSPITALITY DEPARTMENT (OR UNIVERSITY)?

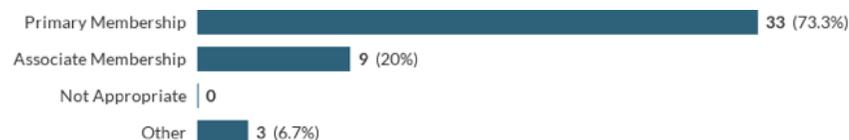


Figure 4.0: TUCO Membership Status

KEY FINDINGS

- (33/45) 73% of respondents have primary TUCO membership (see figure 3.0 and 4.0).
- (9/45) 20% of respondents have associated TUCO membership.
- In 'other', one respondent views themselves as a college member, and two respondents indicate they are full members. This suggests (35/45) 78% respondents have primary TUCO membership (modal class).

UNIVERSITY CATEGORY

QUESTION 2: HOW WOULD YOU CLASSIFY YOUR UNIVERSITY (OR COLLEGE)?

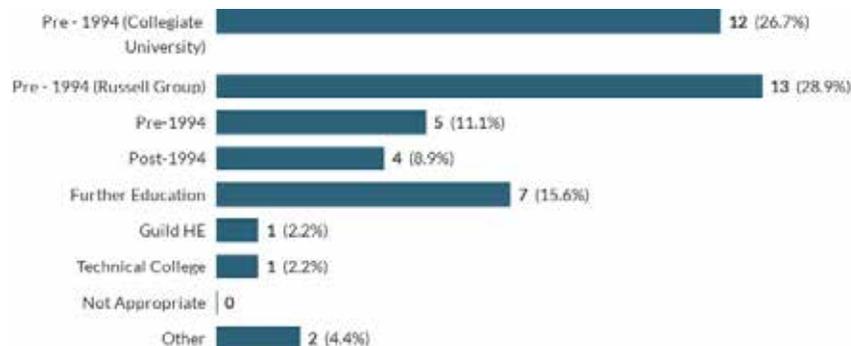


Figure 5.0: University and College Classification

KEY FINDINGS

- (13/45) 29% of respondents are associated with the Pre - (1994) (Russell Group) which is the modal class (see figure 5.0).
- (25/45) 56% of respondents are in Pre-1994 (collegiate university) and Pre - (1994) (Russell Group).
- (7/45) 16% of respondents are from further education.

INTERPRETATION AND FURTHER IDEAS (OR IMAGINATION)

- These participants might be considered to be forward thinking respondents, and perhaps are sympathetic to establishing the TUCO Academy, and this might be achieved through various 'quick-wins' initiatives (see figure 2.0).

INSTITUTION, ENVIRONMENT AND EMPLOYMENT

QUESTION 3: HOW WOULD YOU CATEGORIZE YOUR UNIVERSITY (OR COLLEGE)?

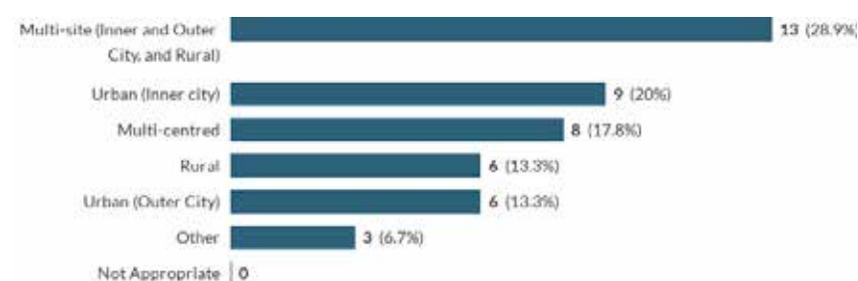


Figure 6.0: University and College Location Category

KEY FINDINGS

- (13/45) are Multi-site institutions (modal category) (see figure 6.0) and (9/45) are inner city.

INTERPRETATION AND FURTHER IDEAS

- Inner city and urban universities must be competitive and have distinctive menus in order to compete with local catering businesses. This facilitates the idea of menu research and development, which could emphasise health, nutrition, and/or sport, with a credible champion chef to be involved with this work.
- Could be interesting to cross tabulate university location category with employment (see table B1).

EMPLOYMENT

QUESTION 3.B: HOW WOULD YOU DESCRIBE EMPLOYMENT (HIGH OR LOW) IN YOUR AREA?

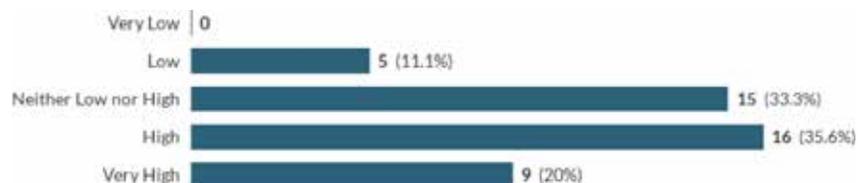


Figure 7.0: Employment in your Area

KEY FINDINGS

- (16/45) 36% of respondents believe employment is high (which is the modal category and contains the median value) (see figure 3.0 and 7.0).
- (25/45) 56% of respondents believe employment is high and very high in their local area.

INTERPRETATION AND FURTHER IDEAS

Employing the right staff can be difficult within the context of a competitive employment environment (supported by Edinburgh University conversation findings).

How can we attract potential employee? A learning and development programme could be part of the solution. Potential staff know they have the opportunity to be guided by an expert in a respective field, for example with a celebrity chef, which could influence a career decision. The TUCO Academy can develop a hospitality professional matrix (highlighting different pathways) which offers progression and opportunities gained through attaining identified competencies.

The TUCO Academy develop a PDP template, which is co-produced with members, to support individual learning and development for all staff, and benefits the hospitality department.

Through collaboration, aspects of the PDP will inform TUCO module and course development, and timely delivery provision. The TUCO Academy will produce a delivery strategy to support all learners.

GEOGRAPHICAL REGION

3C. PLEASE COMMENT IN TERMS OF YOUR GEOGRAPHICAL REGION, E.G. NORTH OF ENGLAND.

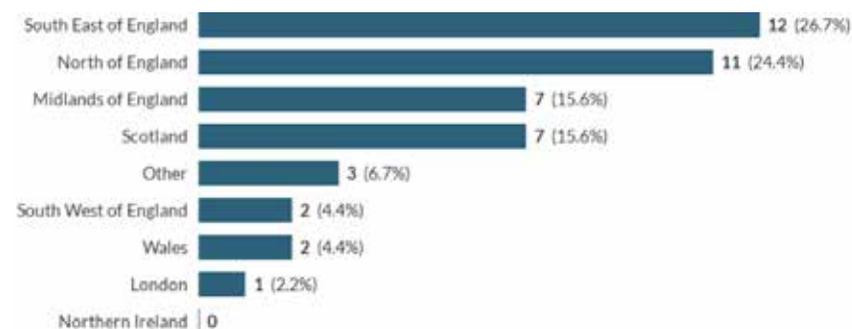


Figure 8.0: Geographical Regions of Survey Participants

KEY FINDINGS

- (12/45) of respondents from south east and (11/45) from north of England (see figure 8.0).
- Interpretation and Further Ideas
- Delivery of courses and modules is an issue – Hubs for learning and development or every member can deliver short courses.

5.0 Domain 2 – Your Hospitality Department

The aim of this part of the questionnaire is to attain data for identified attributes of Your Hospitality Department. This domain has three key parts, namely: Hospitality Input, Hospitality Process, and Hospitality Output.

HOSPITALITY INPUT - (INTERNAL CLIENTS FOCUS (STUDENTS AND STAFF))

The aim is to appreciate the evolution of student population, student tastes, and dietary requirements.

STUDENTS (AS INTERNAL CLIENTS)

QUESTION 4: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT STUDENTS (OR INTERNAL CLIENTS) HAVE AN IMPACT UPON THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT?

Figure 9.0: Student Impact upon the Hospitality Department

KEY FINDINGS,

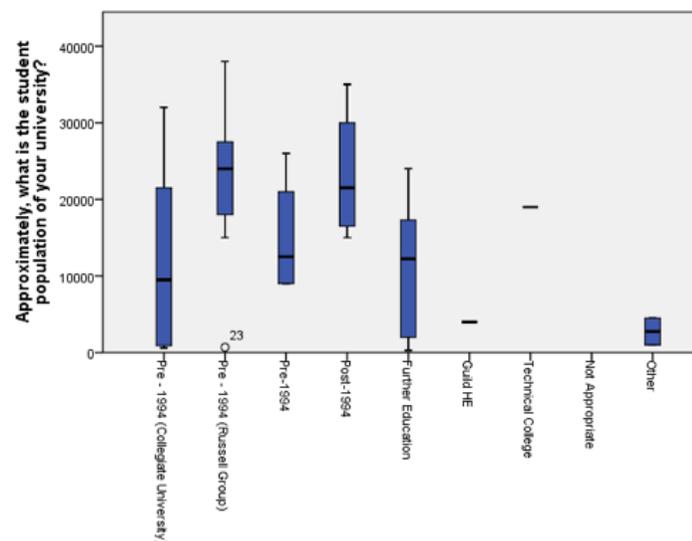
- (44/45) 98% respondents agree students have an impact on the success of your hospitality department (see figure 3.0 and 9.0). (44 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- Student experience of the hospitality department needs to be carefully managed.
- Higher hospitality management decisions can affect the student catering experience (internal client)

QUESTION 4.A: APPROXIMATELY, WHAT IS THE STUDENT POPULATION OF YOUR UNIVERSITY?

Figure 10.0: Median Student Population of University Categories



KEY FINDINGS

- The median student population of the sample is 17150, and the minimum student population is 300 and maximum is 38000 students which gives a range of 37700 students (see figure 3.0 and 10.0).
- Based on the assumption that the total number of students in the sample is 705809 is representative of TUCO membership. Furthermore, the survey participants is approximately 20% of total TUCO members – it is estimated at the total student population of the membership is 3529040 (approximately 3.5 million students).

INTERPRETATION AND FURTHER IDEAS

- It would be interesting to understand the median student population for different University categories (see figure 10.0). It can be seen that Pre-1994 (Russell Group) has the highest median.
- Member student population affects all aspects of hospitality operations which would suggest interest in operations management and associated modules.

QUESTION 4.B: HAS THE STUDENT POPULATION (INCREASED OR DECREASED) OVER THE LAST 3 YEARS?

QUESTION 4.B.1: OVERSEAS STUDENTS

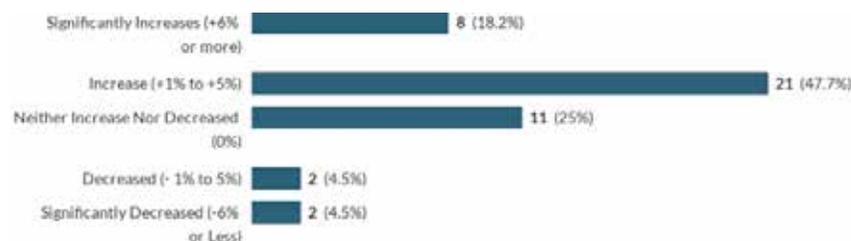


Figure 11.0: Overseas Students Population (increase or decrease)

QUESTION 4.B.2: EU STUDENTS

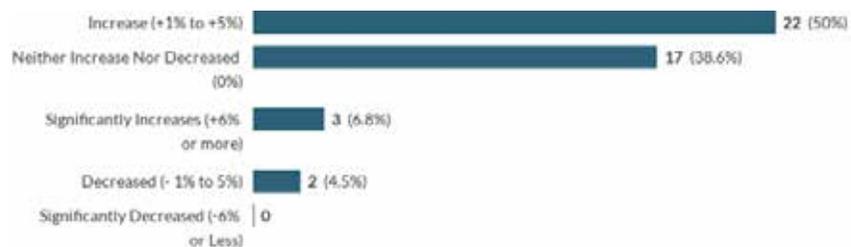


Figure 12.0: EU Students Population (increase or decrease)

QUESTION 4.C.3: UK STUDENTS

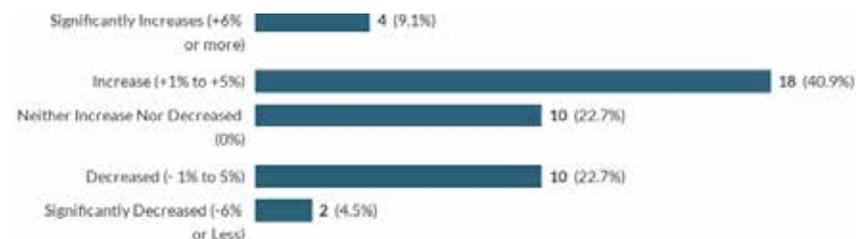


Figure 13.0: UK Students Population (increase or decrease)

KEY FINDINGS

- (28/44) 64% of respondents believe their overseas student population has increased (21/44) (modal class) and significantly increased (8/44) (see figure 11.0) over the last three years.
- (25/44) 57% of respondents believe their EU student population has increased (22/44) (modal class) and significantly increased (3/44) (see figure 12.0) over the last three years.
- (22/44) 50% of respondents believe their UK student p have increased (18/44) (modal class) and significantly increased (4/44) (see figure 13.0) over the last three years.
- (10/44) 23% of respondents believe their UK students have decreased over the last three years.

INTERPRETATION AND FURTHER IDEAS

- There is a requirement to understand overseas student's needs, e.g. cooking utensils. TUCO can organise field trips to relevant countries in order to gain insights of student requirement (e.g. China, India, and Malaysia). Could be an opportunity to prepare appropriate healthy menus for overseas students.
- Can hospitality departments support Overseas and EU recruitment strategy?
- Are EU students happy or unhappy with university menus? Are we meeting EU student needs?
- UK student population is decreasing in some institutions – is this an emerging trend?
- There is a view that there is an increase in overseas students for all institutional categories.

STUDENT TASTES

QUESTION 4.C: HAVE YOU NOTICED ANY CHANGE OR NO CHANGE IN STUDENT TASTES? (E.G. INCREASE OR DECREASE FOOTFALL IN BARISTA BAR)

4C1 UNDERGRADUATES

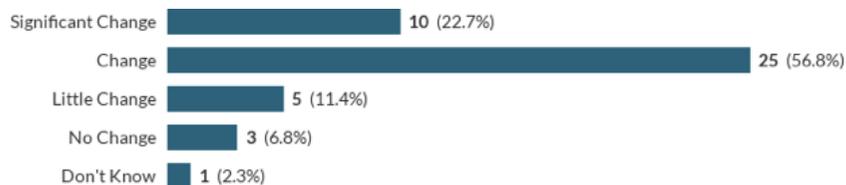


Figure 14.0: Changes to Student Undergraduate Tastes

4C2 POSTGRADUATES

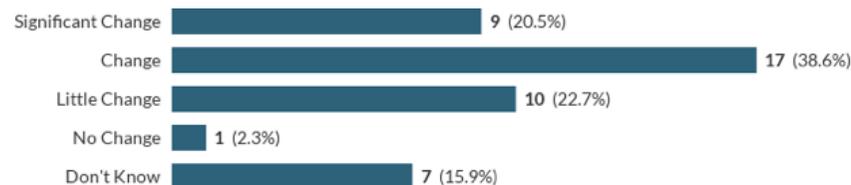


Figure 15.0: Changes to Student Postgraduate Tastes

KEY FINDINGS

- (35/44) 80% of respondents believe undergraduate student tastes have changed (25/44) (modal class) and significantly changed (10/44) (see figure 14.0).
- (26/44) 59% of respondents believe postgraduate student tastes have changed (17/45) and significantly changed (9/44) (see figure 15.0).

INTERPRETATION AND FURTHER IDEAS

- As student tastes change, e.g. increase footfall in Barista cafes, ((Supported by Edinburgh University and Harper Adams conversation findings) – hospitality departments need to adapt and may affect business strategy, and learning and development needs of all staff.
- There is a need to continuously engage in conversations with students – through social media and front-line staff (role of hospitality intelligence gathering for business strategy).
- Hospitality strategy needs to be updated every year as PDPs are reviewed – new emerging threats and opportunities.
- TUCO Academy needs to be continuously engaged in conversations with its members in order to support new learning and development needs which realises hospitality strategy.

STUDENT DIETARY REQUIREMENTS

4.D HAVE THE DIETARY REQUIREMENTS OF STUDENTS (INTERNAL CLIENTS) CHANGED OVER THE LAST THREE YEARS?



Figure 16.0: Changes to Student Dietary Requirements

KEY FINDINGS

- (41/45) 78% of respondents believe dietary requirements of students (internal clients) changed over the last three years (see figure 16.0)

4.DI PLEASE SPECIFY THE MOST IMPORTANT STUDENT DIETARY REQUIREMENTS.

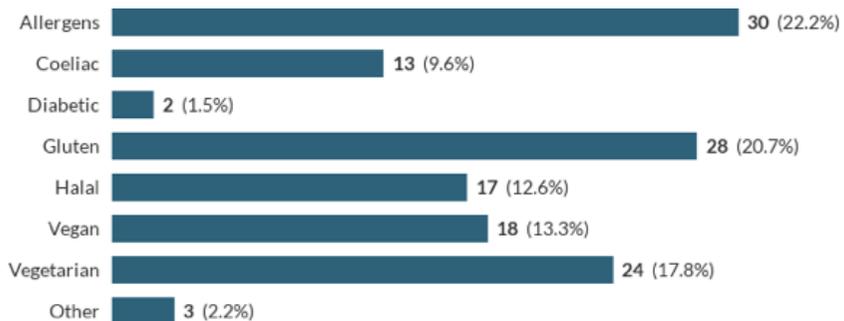


Figure 17.0: Student Dietary Requirements

KEY FINDINGS

- Allergens (30/41) (73%) (modal class), Gluten (28/41) (68%), Vegetarian (24/41) (58%) are areas that all hospitality staff need to have awareness and have in-depth knowledge (see figure 17.0).
- Respondents suggest regional requirements, nutritional information and healthy eating are important.

INTERPRETATION AND FURTHER IDEAS

- University hospitality could be leaders in dietary information, and could be an opportunity to research these areas with academic departments. Furthermore, nutritional issues associated with students could be representative of the population of young people.
- There is a need for this dietary information for all hospitality staff and students. University hospitality could work with student union and lead the way in disseminating dietary information, which promote the hospitality department and TUCO and also contributes to the student experience.
- Could be an opportunity for short courses for hospitality staff and wider community that is acknowledge by Government, and gain a recognised national certificate.

4.E IS THERE A DEPARTMENTAL NEED FOR MORE LEARNING MODULES WITH RESPECT TO STUDENT DIETARY REQUIREMENT?



Figure 18.0: Learning Modules for Dietary Requirements

KEY FINDINGS

- (33/44) 75% of respondents believe there is a need for learning modules for dietary requirements (see figure 18.0).

INTERPRETATION AND FURTHER IDEAS

- There is real interest in dietary modules (verified by Reading University case study). Moreover, hospitality dietary knowledge could inform and guide students, and enhances their experience and behaviours.
- TUCO members could take the lead in this important area and inform other caterers such as hotels, NHS, restaurants.
- There might be a need to collaborate with relevant university departments – co-produce informed research. TUCO members have a natural resource (students) for research into dietary issues.

HOSPITALITY (COMMERCIAL) INPUT – (EXTERNAL CLIENT FOCUS (E.G. CONFERENCE ATTENDEES))

QUESTION 5: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT EXTERNAL CLIENTS (SUCH AS CONFERENCE ATTENDEES) HAVE AN IMPACT UPON THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT?

Agree  36 (100%)

Figure 19.0: External Clients

KEY FINDINGS

- (36/45) 80% Respondents believe external clients are important to the success of hospitality department (figure 19.0). (36 respondents will now complete the rest of this nested section of the questionnaire.)

5.A HAS THE NUMBER OF COMMERCIAL CLIENTS THAT USING HOSPITALITY SERVICES INCREASED OR DECREASED OVER THE LAST 3 YEARS?

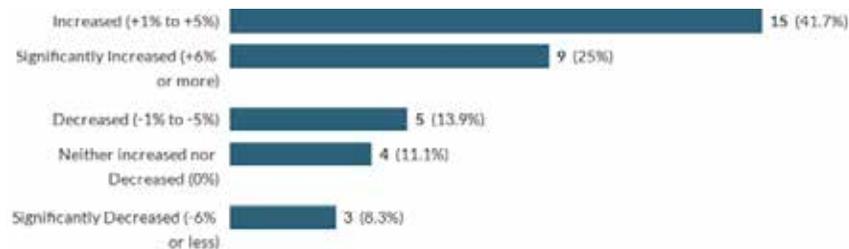


Figure 20.0: Hospitality (increase or decrease)

KEY FINDINGS

- (24/36) 67% of respondents believe there is an increase (15/36) increased (modal class) and significantly increased (9/45) in commercial clients over the last 3 years (see figure 20.0).

INTERPRETATION AND FURTHER IDEAS

- More external clients are using university hospitality, which is a commercial opportunity to increase revenue streams.
- What institution classifications are increasing external clients (see table A2.0)?
- Increase in external clients is an emerging opportunity and this could influence the need for staff learning and development.
- Some of the client attributes (e.g. dietary requirements) informs appropriate staff competencies (e.g. front-of-service) for this market. It is important that external client have a good experience which may lead to repeat business.

5B HAVE THE DIETARY REQUIREMENTS OF COMMERCIAL CLIENTS CHANGED OVER THE LAST THREE YEARS?



Figure 21.0: Changes to Commercial Clients Dietary Requirements

KEY FINDINGS

- (29/36) 81% of respondents believe dietary requirements of commercial clients (or external clients) have changed over the last three years (see figure 21.0). However, 9 respondents did not participate in this question - due to nested part of this questionnaire.

INTERPRETATION AND FURTHER IDEAS

- Dietary requirements are changing with regards to commercial clients. TUCO Academy could lead on dietary issues and menus which are co-produced with leading nutritional department. This could develop into short courses on dietary awareness which is both a commercial and/or social responsibility opportunity which promotes TUCO Academy and Hospitality department - perhaps work with national and local government.
- TUCO Academy could develop dietary menus for retirement homes and NHS.

5B1 PLEASE SPECIFY THE MOST IMPORTANT EXTERNAL CLIENT DIETARY REQUIREMENTS

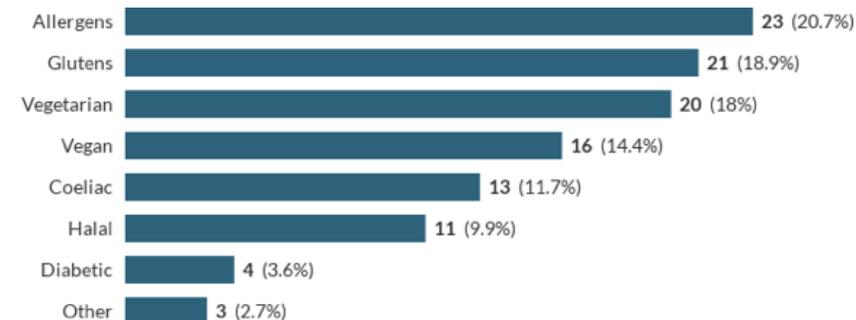


Figure 22.0: Commercial Client Dietary Requirements

KEY FINDINGS

- Allergens (23/36) (64%) (modal class), Gluten (21/36) (58%), Vegetarian (21/36) (58%) are areas that all hospitality staff need to have awareness and have in-depth knowledge (see figure 22.0).
- Respondents also suggest religious requirements Jewish and healthy options are important.

INTERPRETATION AND FURTHER IDEAS

- Commercial clients dietary requirements are changing - hotels may require dietary information. TUCO Academy could initiate dietary health certificate.
- There may be interest in dietary information for restaurants, but also the general public which could be an opportunity for short courses (e.g. dietary awareness and preparing meals exercises). This could be summer events focusing on the silver pound and engaging with local community (verified by University of South Wales), work with NHS and Age Concern.

QUESTION 5.C: IS THERE A DEPARTMENTAL NEED FOR MORE LEARNING MODULES WITH RESPECT TO CLIENT DIETARY REQUIREMENTS?



Figure 23.0: Learning Modules for Commercial Client Dietary Requirements

- (29/36) 81% of respondents believe there is a need for learning modules for commercial client dietary requirements (see figure 23.0).

KEY FINDINGS

- Functional knowledge of nutrition and allergens is becoming very important. Additionally, knowledge of food and sourcing is becoming important, which could be an opportunity for upselling and engaging with all external clients.
- Knowledge of nutrition and allergens may impact on client selection of meals which may impact on procurement of food and beverages. This information might need to be communicated back to TUCO.

HOSPITALITY PROCESS - STUDENT AND STAFF FOCUS (INTERNAL CLIENTS) - MEALS

QUESTION 6: HOW MANY QUESTION MEALS ARE PROVIDED EACH DAY?

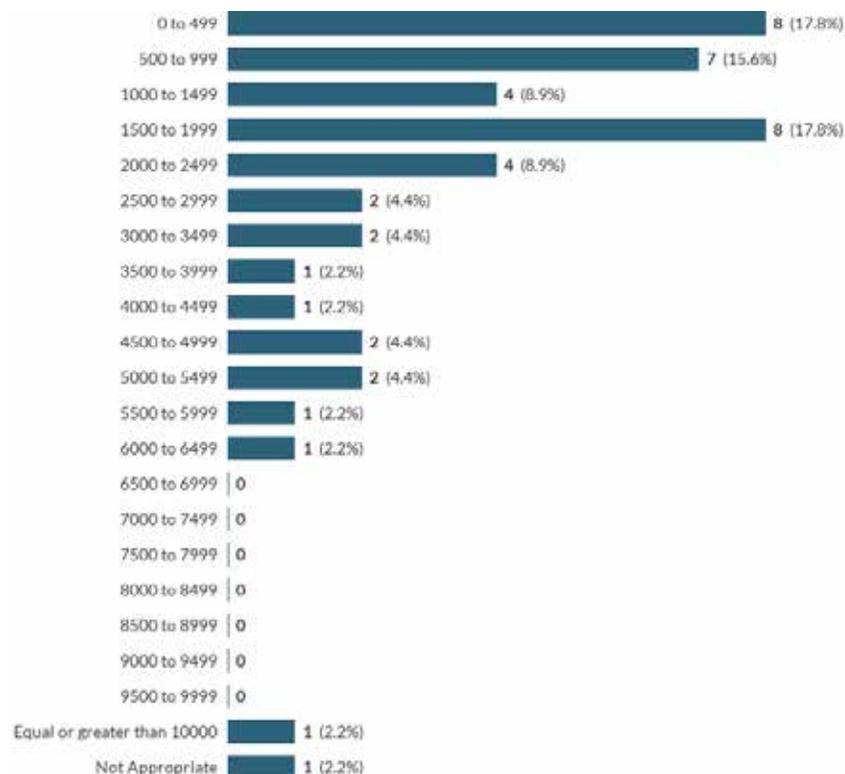


Figure 24.0: Profile of Wednesdays Meal Provision

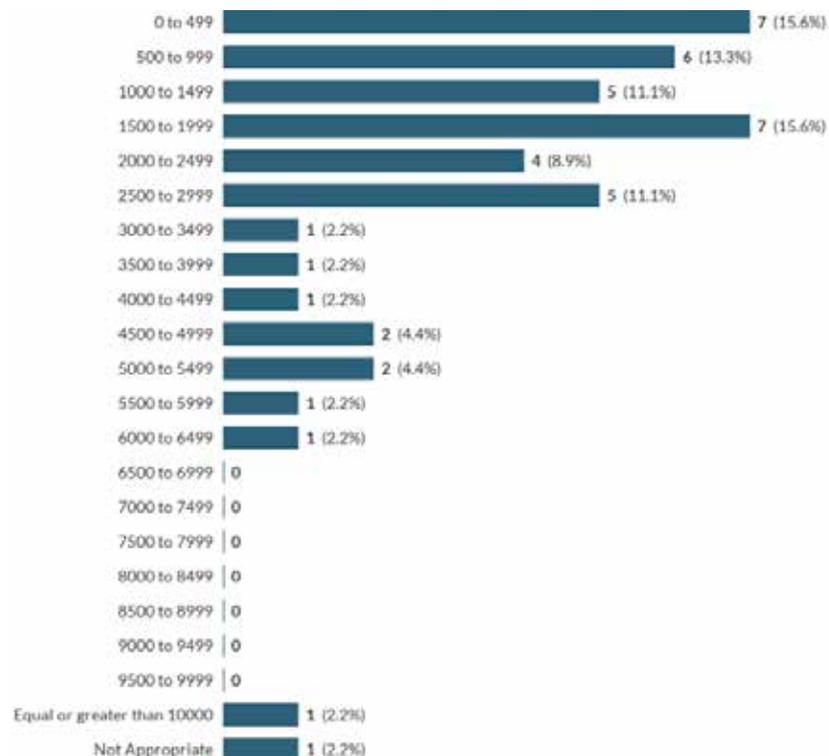


Figure 25.0: Profile of Fridays Meal Provision

KEY FINDINGS

- The classes (0 to 499) (8/44) and (1500 to 1999) (8/44) are the modal classes, and the median is found in (1500 to 1999) class. The range is (0 to 499) and (equal or greater than 10,000) (see figure 3.0 and 23.0).
- Wednesday seems to be the busiest day and Friday is the least busy day for meal provision.

- Assuming the sample is representative (approx. 20% response rate) of the population. For sense making purposes – we have estimate that the TUCO membership are approximately producing 635000 meals a day translating to an estimated 3.8m per week (assuming 50% trade at weekends). Assuming an average transaction value of £4.00, this is a turnover of £15m per week.

INTERPRETATION AND FURTHER IDEAS

- This is a great responsibility and highly competent staff (at all levels) is require for mass catering.
- The scale of the operations suggests the need for the right modules associated with operations management would improve the hospitality department efficacy and efficiency (see figure 2.0). The TUCO Academy should identify (becoming effective) appropriate operations management modules for controlling and improving hospitality processes and operations.
- Could members produce less complex meals on Fridays (all TUCO members must agree a specific day) which could free-up staff for learning and development? Departmental staff are not missed, and responsibilities are given to junior members of staff – which would be part of a succession planning strategy.

FACILITIES

QUESTION 7: DOES STUDENT AND STAFF FOCUS HOSPITALITY OFFER THE FOLLOWING FACILITIES?

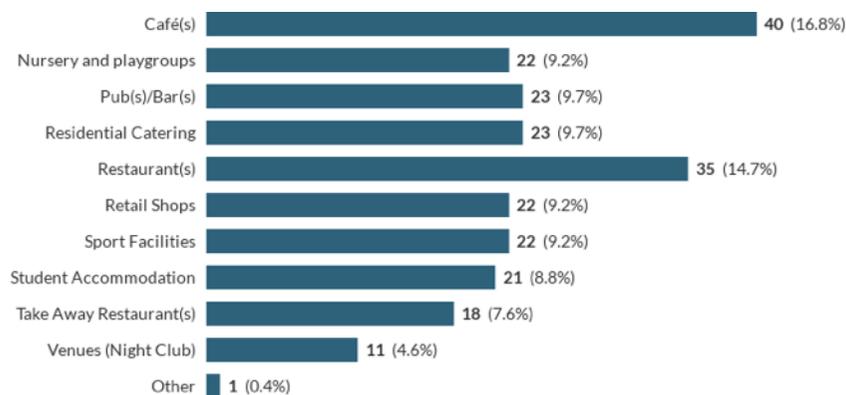


Figure 26.0: Profile of Hospitality Facilities

KEY FINDINGS

- (40/45) of respondents offer cafe facilities (modal class) (see figure 3.0 and 26.0), (35/45) of respondents offer restaurants facilities.
- A member delivers catering for businesses.

INTERPRETATION AND FURTHER IDEAS

- There is a range of facilities which require staff competencies in order to affect student experience (Supported by Reading University and Harper Adams University conversation findings).
- The TUCO Academy needs to consider the development of learning modules (upselling/branding/ merchandising/marketing) and courses for staff associated with these different facilities. Furthermore, nutrition and allergens information may be useful for residential catering.

- Developing Take-away menus – perhaps healthy options – evolve burger recipes to compete with high street chains. Fitness and nutrition modules – menus for sports students. TUCO Academy could organise co-create these menus with different members.
- Bar training, e.g. upselling, or developing cocktails, healthy cocktails. TUCO Academy could arrange to co-create these cocktails with different members.
- Bottom-up approach to understand student (internal clients) changing tastes – front-line staff are our eyes and ears – encourage staff to develop hospitality opportunities and be rewarded.
- There is an opportunity to innovate and generate new income streams – perhaps network with hospitality directors (coach/ mentoring idea) that have experience in a particular facility – creating a community of practice of sharing lessons learnt in initiating new facilities – competencies in developing a business case (or value creation study)
- Are hospitality departments increasing their facilities portfolio? Is the increase in facilities portfolio lined with hospitality innovations?
- Which university classification has a broad facilities portfolio?

HOSPITALITY PROCESS - COMMERCIAL FOCUS (EXTERNAL CLIENTS)

QUESTION 8: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT IT IS IMPORTANT TO BE INVOLVED IN COMMERCIAL HOSPITALITY (EXTERNAL CLIENT FOCUS)?

Agree  39 (100%)

Figure 27.0: Commercial Hospitality

KEY FINDINGS

- (39/45) 87% of respondents believe it is important to be involved in commercial hospitality (see figure 3.0 and 27.0). (39 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- Potentially, commercial hospitality is a very important income stream pillar for all members and university – need to explore learning modules associated with MSc in Innovations and Intrapreneurship.
- Can we demonstrate the importance of commercial hospitality?

QUESTION 8.A: DOES YOUR HOSPITALITY DEPARTMENT HAVE A COMMERCIAL FOCUS?

yes  33 (100%)

Figure 28.0: Commercial Focus

KEY FINDINGS

- 33/39 (80%) of respondents have a commercial focus in their hospitality department (see figure 28.0).

INTERPRETATION AND FURTHER IDEAS

- Based on the assumption the sample is representative of TUCO membership. It is projected that at least 165 TUCO members have a commercial focus.

COMMERCIAL HOSPITALITY

QUESTION 8.A.I: IS COMMERCIAL HOSPITALITY AN INCREASING OR DECREASING INCOME STREAM?

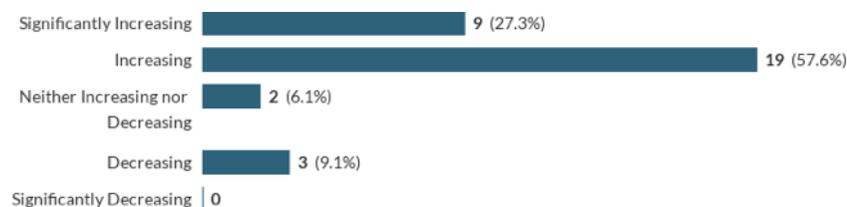


Figure 29.0: Commercial Focus

KEY FINDINGS

- From (27/33) of the respondents believe Commercial hospitality is increasing (19/33) and significantly increasing (9/33) (see figure 29.0).

INTERPRETATION AND FURTHER IDEAS

- How can TUCO Academy support commercial hospitality – perhaps through modules and courses on innovation and “entrepreneurship”?
- Can we identify emerging hospitality income streams?
- Which university classifications believe commercial hospitality is increasing or significantly increasing (see table A3)

QUESTION 8.A.II: WHAT COMMERCIAL ACTIVITIES ARE YOUR DEPARTMENT INVOLVED WITH?

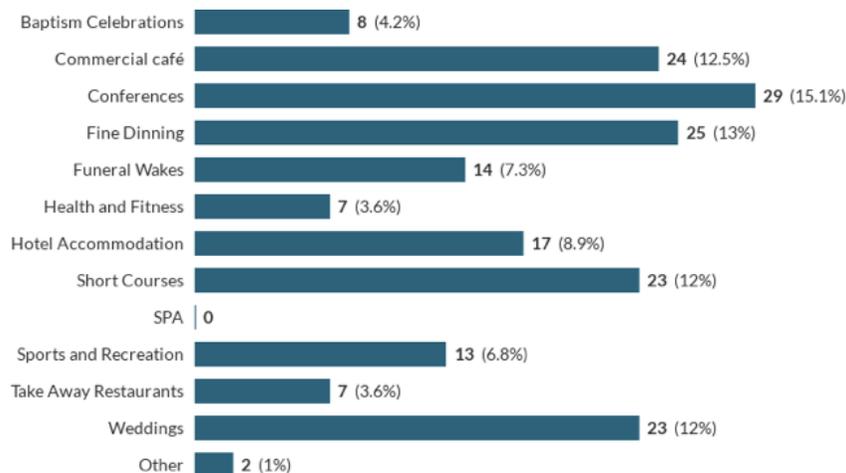


Figure 30.0: Profile of Commercial Activities

KEY FINDINGS

- (29/33) 88% of respondents are involved with conferences (modal category), (25/33) offer fine dining, and (24/33) have commercial cafes. Associated with other are activities such as outside catering and language schools (see figure 30.0).

INTERPRETATION AND FURTHER IDEAS

- Commercial cafes, conferences, short courses – could be areas for learning and development support such as upselling, allergens, nutrition, accountancy and finance.
- Developing staff competencies for commercial hospitality is an emerging area and a real income generation opportunity which requires training.

- Commercial activities of Hospitality departments might be encouraged as Universities explore new revenue streams.
- This could be an opportunity to innovate and generate new income streams – perhaps network with hospitality directors (coach/mentoring idea) that have experience in a particular commercial activity – creating a community of practice of sharing lessons learnt in initiating new commercial activities – competencies in developing a business case (or value creation study).

HOSPITALITY PROCESS - RESOURCES

QUESTION 9: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT SKILLED STAFF ARE IMPORTANT TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT?



Figure 31.0: Skilled Staff Importance to Hospitality Department

KEY FINDINGS

- (42/45) 93% of respondents agree skilled staff are important to the success of your hospitality department (see figure 3.0 and 31.0). (42 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- Highly competent staff would affect the hospitality department efficacy and realise business outcomes. The TUCO Academy has an important contribution to enhancing staff competency levels.
- How do we define hospitality success?

QUESTION 9.A: WHAT IS THE TOTAL NUMBER OF STAFF EMPLOYED (INCLUDING PART-TIME AND FULL-TIME) IN HOSPITALITY IN YOUR INSTITUTION? PLEASE INCLUDE STAFF WHO MAY BE ANSWERABLE TO OTHERS E.G. CONFERENCE OFFICE.

Valid	43
Missing	3
Mean	158
Median	98
Standard Deviation	162
Percentiles 25	49
Percentiles 75	213

Table 1.0 Central Tendency and Dispersion Staff Employed

QUESTION 9.B: PLEASE ASSIST IN FURTHER ANALYSIS OF YOUR HOSPITALITY STAFF

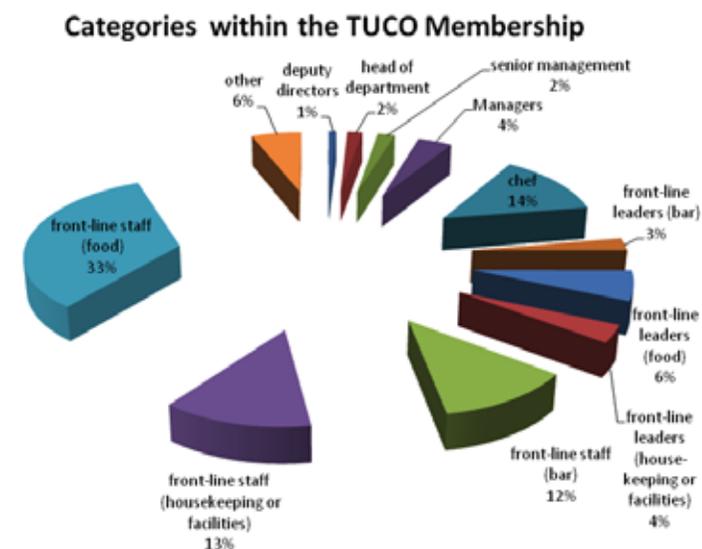


Figure 32.0: Sense Making of Key Hospitality Role Categories

KEY FINDINGS

- The median number of staff is 98 with the lower percentile - 49 staff, and higher percentile 213 staff (see table 1.0).
- The sample staff total calculated from participant responses is 6546 which informs the total staff population of the membership is $(6545 \times 5) = 32730$. The value provides a sense of scale of hospitality employment provided by Universities associated with TUCO.
- Relative proportion of roles are calculated, it is perceived that 58% of all staff are front line, 14% are chefs, 13% are front line leaders and 15% are senior managers or above (see figure 32.0).
- Relative staff role population sizes can be, e.g. 33% front-line staff food $(.33 \times 32730 = 10800 \text{ front-line staff})$.

INTERPRETATION AND FURTHER IDEAS

- Key generic roles are identified senior management (includes directors), managers, front leaders (with different flavours bar, food, housekeeping), chefs, front-line staff (with different flavours bar, food, housekeeping). TUCO Academy might consider developing generic learning modules for front-line leaders.
- Staff Roles categories to identify areas of competencies skill needs, which is linked to enhancing hospitality department core competencies. Each role category could be a community of practice for sharing problems and solutions – creating networks for learning and development.

HOSPITALITY PROCESS - LEARNING AND DEVELOPMENT

QUESTION 10: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT LEARNING AND DEVELOPMENT IS IMPORTANT TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT?



Figure 33.0: Learning and Development

KEY FINDINGS

- All respondents agree learning and development is important to the success of the hospitality department (see figure 3.0 and 33.0). (45 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- A learning and development section should be an integral part of every hospitality department's strategy.

QUESTION 10.A: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT YOUR DEPARTMENT IS OVER RELIANT ON CATERING CHAMPIONS? (A CHAMPION IS A HIGHLY COMPETENT AND EXPERIENCE EMPLOYEE (E.G. FRONT-LINE LEADER, CHEF, MANAGER OR DIRECTOR))

CATERING CHAMPIONS

QUESTION 10.A.1: CATERING CHAMPION

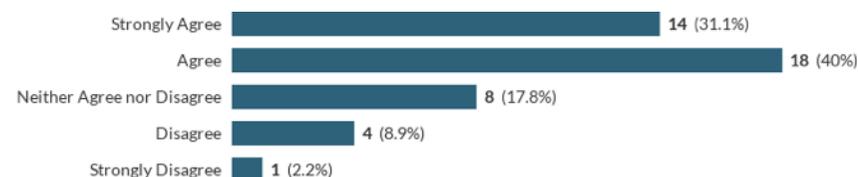


Figure 34.0: Catering Champion

KEY FINDINGS

- (32/45) (71%) of respondents agree (modal class) and strongly agree they are over reliant on catering champions (see figure 34.0).

INTERPRETATION AND FURTHER IDEAS

- What happens if the champion leaves or retires?
- Broaden staff competencies so that they can 'pick up' hospitality tasks should someone fall ill. Furthermore, ensure all hospitality staff are engaged in learning and development – to prevent over reliance on a catering champion.
- The finding highlights the importance of a learning and development strategy for every hospitality organization. Additionally, it indicates the significance of a succession plan to improve the overall efficacy of the hospitality department

GROW-YOUR-OWN STAFF

QUESTION 10.B: DO YOU BELIEVE IT IS IMPORTANT OR UNIMPORTANT TO 'GROW-YOUR-OWN' HOSPITALITY STAFF?



Figure 35.0: 'Grow-your-Own' Hospitality Staff

KEY FINDINGS

- (44/45) of respondents believe the concept 'grow-your-own' is important and very important (modal class) (see figure 35.0).

INTERPRETATION AND FURTHER IDEAS

- Issues about recruiting staff with the right competencies facilitate the idea of developing your current employees (Verified by all case study participants conversation findings) – people that you know and trust. The offered learning modules and courses of the TUCO Academy can assist hospitality departments with this endeavour.

SUCCESSION PLANNING

QUESTION 10.C: DO YOU BELIEVE IT IS IMPORTANT OR UNIMPORTANT TO DEVELOP A SUCCESSION PLAN?



Figure 36.0: Succession Planning

KEY FINDINGS

- (43/45) 95% of respondents believe it is important and very important to have a succession plan (see figure 36.0).

INTERPRETATION AND FURTHER IDEAS

- Learning and development of staff should be linked to both succession planning and strategy of the hospitality department.
- All staff should be involved in learning and development – which requires a holistic approach to succession planning which is fundamental to the efficacy of the hospitality department.

LEARNING AND DEVELOPMENT – MANAGEMENT – PROFESSIONAL DEVELOPMENT PLAN

QUESTION 11: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT ALL MANAGER AND TEAM LEADERS SHOULD HAVE A PROFESSIONAL DEVELOPMENT PLAN (PDP)?

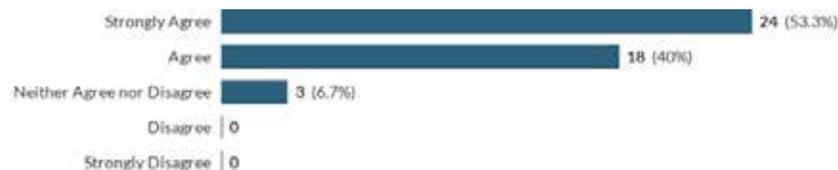


Figure 37.0: Professional Development Plan for Team Leaders

KEY FINDINGS

- (42/45) 93% of respondents agree (18/45) and strongly agree (24/45) (modal class) that all managers and team leaders should have a PDP (see figure 3.0 and 37.0).

INTERPRETATION AND FURTHER IDEAS

- Professional Development Plans (PDPs), learning and development and hospitality strategy should be inter-connected and underpins the notion hospitality departmental efficacy. TUCO Academy could develop PDP templates – some of the information could guide development of learning modules and their delivery.
- Perhaps every PDP should have an individual strategy for professional success.
- PDPs (a tool for effective professional development and enhancing self-efficacy) should not be viewed as ticking-a-box exercise – a mechanical process, but about growing competencies and knowledge. Enabling all staff to achieve their professional ambitions.

- PDPs should be a tool that reinforces a learning and development culture (some characteristics are can-do, and high staff levels of functional knowledge).
- Every hospitality department should be viewed as a learning organisation (and associative characteristics).
- The efficacy of the department is revealed through becoming a successful hospitality department, attaining all required outcomes and critical success factors. Identifying emerging but important personal and organisational outcomes is critical.
- Hospitality departments need to develop a vocabulary that reflects the alternative culture (perhaps flux and transformation culture which has its own values and norms) rather than a mechanical (scientific management) culture.

QUESTION 12: DO ALL MANAGERS HAVE A PROFESSIONAL DEVELOPMENT PLAN (PDP) WITHIN YOUR DEPARTMENT?



Figure 38.0: Professional Development Plan for Managers

KEY FINDINGS

- (24/45)(53%) respondents suggest all managers have a PDP within their hospitality department (see figure 38.0).
- (18/45) (40%) respondents suggest not all managers have a PDP within their hospitality department.

INTERPRETATION AND FURTHER IDEAS

- PDPs are an important tool for growing your own staff and also enhance the hospitality department efficacy. Moreover, some aspects of individual management PDPs could inform the development of new TUCO modules and courses.
- TUCO could develop a PDP template and identify some key information that would help the TUCO Academy in terms of identifying areas that require competencies.
- Co-produce the PDP template in order to create value together. The gained competencies are demonstrated through problem based assignment and encourages experiential learning which benefits the hospitality department and enhances departmental efficacy.

QUESTION 13: SHOULD THE TUCO ACADEMY OFFER MANAGEMENT LEARNING SUPPORT (I.E. COURSES, MODULES, ETC.) FOR INDIVIDUAL PDPs? SUPPORT OFFERINGS:

QUESTION 13.1: COURSES



Figure 39.0: TUCO Learning Support for Management

KEY FINDINGS

- (41/45) 91% of respondents would like TUCO learning support for management (see figure 39.0).

QUESTION 13.2: MODULES



Figure 40.0: TUCO Learning Support for Management through Modules

KEY FINDINGS

- (41/45) 91% of respondents would like learning support through modules (see figure 40.0)

QUESTION 13.3: PROFESSIONAL MANAGEMENT COURSES



Figure 41.0: TUCO Learning Support for Management through Professional Management Courses

KEY FINDINGS

- (35/45) 77% of respondents would like learning support through professional management courses (see figure 41.0)

QUESTION 13.4: MANAGEMENT CERTIFICATE COURSES



Figure 42.0: TUCO Learning Support for Management through Management Certificate Courses

KEY FINDINGS

- (36/45) 80% of respondents would like learning support through management certificate courses (see figure 42.0).

QUESTION 13.A: IS THERE ANY 'OTHER' SUPPORT?

Unique response number	Is there any 'other' support?
1	intro to universities course for catering staff from other sectors
2	practical experiences
3	peer working
4	Need national accredited courses, City & Guilds for example
5	offer online courses
6	possible shadowing & job exchanges

Table 2.0 'Other' Management Learning and Development Support

INTERPRETATION AND FURTHER IDEAS

- Respondents support the idea that the Academy should offer management learning through courses, modules, professional management courses and management certificates (see figures 41 to 42).
- Respondents have identified 'other' areas for supporting learning and development such as shadowing and job exchange, and peer working unexpected finding which could be developed by TUCO Academy (see table 2.0).
- There is awareness that respondents agree about learning and development but there are constraints (e.g. costs, lack of learning and development budget, resources and delivery location) which prevent participation and which impact upon the success of the Academy.
- The idea that the TUCO Academy co-produces a management PDP could have benefits. Some collated information could be submitted by senior management, which informs TUCO module provision for specific cohorts at a convenient time and place. Moreover, reducing number of meals or developing less complex menus on Mondays or Fridays to free-up staff could underpin a learning and development culture.
- Hospitality staff may enjoy their professional development opportunities - but it must impact on the department efficacy and strategy outcomes. Learning modules and their outcomes should be linked problem based assignments in order to demonstrate competency and functional knowledge. Alternatively, hospitality staff that have undertaken professional certificate (e.g. leadership) should be given opportunities to share new professional knowledge through discussing lessons learnt with line manager
- Survey respondents' maybe the TUCO Academy vanguard.

CATERING HOSPITALITY – CHEFS

QUESTION 14: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT ALL CHEFS SHOULD HAVE A PROFESSIONAL DEVELOPMENT PLAN (PDP)?



Figure 43.0: TUCO Learning Support for Chefs

KEY FINDINGS

- (43/ 45) 96% of respondents would agree (18/45) and strong agree (25) that all chefs should have a PDP (see figure 43.0).

INTERPRETATION AND FURTHER IDEAS

- It would be interesting to see a PDP differences between management and chefs.
- Highly competent and knowledgeable chefs that perform various tasks (e.g. menu costing, mass catering and/or fine dining) are very important to the hospitality department efficacy.
- The concepts of hospitality departmental efficacy, and innovation, and entrepreneurship have very important connectivity.

QUESTION 15: DO ALL CHEFS HAVE A PROFESSIONAL DEVELOPMENT PLAN (PDP) WITHIN YOUR DEPARTMENT?



Figure 44.0: Professional Development Plan for Chefs

KEY FINDINGS

- Respondents indicate that (21/45) (modal class) 47% of chefs do not have a PDP (see figure 44.0).

INTERPRETATION AND FURTHER IDEAS

- TUCO Academy should develop a chef PDP template which highlights professional competency areas - which informs module and course development.
- Strong chef competencies would enhance hospitality departmental efficacy which is reflected in key strategic outcome (CATWOOE (O - outcomes)).

QUESTION 16: SHOULD THE TUCO ACADEMY OFFER CHEF LEARNING SUPPORT FOR INDIVIDUAL PDPS? SUPPORT OFFERINGS:

QUESTION 16.1: CHEF COURSES



Figure 45.0: TUCO Learning Support for Chefs

KEY FINDING

- (39/45) 87% of respondents would like learning support through chef courses (see figure 45.0).

QUESTION 16.2: CHEF MODULES



Figure 46.0: TUCO Learning Support for Chefs through Modules

KEY FINDING

- (37/45) of respondents would like chef learning support through modules (see figure 46.0)

QUESTION 16.3: PROFESSIONAL CHEF COURSES



Figure 47.0: TUCO Learning Support for Chefs through Professional Courses

KEY FINDING

- (35/45) 78% of respondents would like chef learning support through professional (see figure 47.0)

QUESTION 16.4: CHEF CERTIFICATES



Figure 48.0: TUCO Learning Support for Chefs through Chef Certificates

KEY FINDINGS

- (34/45) 76% of respondents would like chef learning support through certificate courses (see figure 48.0)

QUESTION 16.A: IS THERE ANY 'OTHER' SUPPORT?

Unique response number	Is there any 'other' support?
1	Chefs are the one group that others provide well for
2	Exchanges
3	Apprentice training (trainers and apprentices)
4	Job exchanges & stages

Table 3.0 'Other' Chef Learning and Development Support

INTERPRETATION AND FURTHER IDEAS

- Respondents have identified 'other' areas for supporting learning and development. Job exchanges (see table 3.0) at different stages of career is an interesting idea –especially if it benefits the department hospitality efficacy – could lead to menu innovations (e.g. innovative inner city menus that compete with local food outlets)
- Exchanges may lead to chef community of practice which is underpinned by the concept 'the whole is greater than the sum of its parts'.
- It is important to identify the right modules for chefs – quick wins.
- Co-produce module provision with other chef providers in order to be a one-shop-learning and development provider. TUCO organises other training providers for its membership which is informed by PDPs and cohort numbers.

CATERING HOSPITALITY - CHEFS

QUESTION 17: SHOULD TUCO IDENTIFY A LEADING CHEF (E.G. RAYMOND BLANC) TO GUIDE THIS ASPECT OF CATERING?

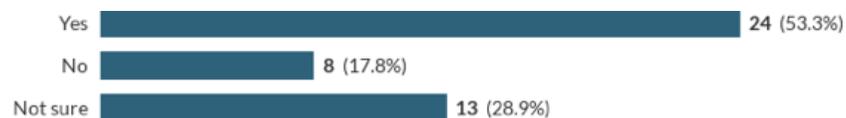


Figure 49.0: Leading Chief to Guide Catering

KEY FINDINGS

- (24/45) 53% of respondents believe TUCO should identify a leading chef to guide this aspects of catering (see figure 49.0).

INTERPRETATION AND FURTHER IDEAS

- Opportunity to attend master classes could attract potential employees to university hospitality. Also, there might be a need to have a coordinated research and development menus and training.
- A celebrity chef may not the correct answer for chef learning and development – but a highly knowledgeable and experience chef for mass catering and fine dining that also undertake menu research with appropriate food science departments could be an idea.
- TUCO Academy could identify and organise master classes and menu research.

HOSPITALITY PROCESS - FRONT-LINE STAFF

QUESTION 18: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT FRONT-LINE STAFF SHOULD HAVE A PROFESSIONAL DEVELOPMENT PLAN (PDP)?

QUESTION 18.1: PROFESSIONAL DEVELOPMENT PLAN

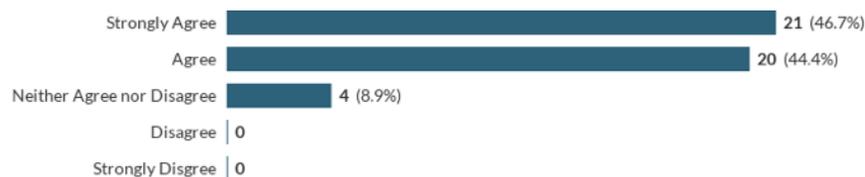


Figure 50.0: TUCO Learning Support for Front-line Staff

KEY FINDINGS

- (41/45) 91% of respondents agree (20/45) and strong agree (21/45) (modal class) that all front-line staff should have a PDP (see figure 50.0).
- Number of strongly agree reduces when compared with management (see figure) and chefs

QUESTION 19: DO ALL FRONT-LINE STAFF HAVE A PROFESSIONAL DEVELOPMENT PLAN (PDP) WITHIN YOUR DEPARTMENT?



Figure 51.0: Professional Development Plan for Front-line Staff

KEY FINDINGS

- Respondents indicate that (21/45) (47%) of front-line staff do not have a PDP (see figure 51.0).

INTERPRETATION AND FURTHER IDEAS

- This finding is of concern, especially if we are trying to grow staff (see figure), and creating a learning and development culture that enhances the efficacy of the hospitality department, which impacts upon the attainment of departmental strategy.

QUESTION 20: SHOULD THE TUCO ACADEMY OFFER FRONT-LINE LEARNING SUPPORT FOR INDIVIDUAL PDPs? SUPPORT OFFERINGS:



Figure 52.0: TUCO Learning Support for Chefs

KEY FINDING

- (38/45) 84% of respondents would like front-line staff learning support (see figure 52.0).

INTERPRETATION AND FURTHER IDEAS

- TUCO Academy could develop a generic PDP and identify learning and development information which will guide appropriate module ('the what'), offer modules ('the when'), and which institutions ('the where'), or delivery ('the how').

QUESTION 20.1: FRONT-LINE COURSES



Figure 53.0: TUCO Learning Support for Front-line Staff

KEY FINDING

- (38/45) 84% of respondents would like front-line staff learning support through courses (see figure 53.0).

QUESTION 20.2: FRONT-LINE MODULES



Figure 54.0: TUCO Learning Support for Front-line Staff through Modules

KEY FINDING

- (39/45) 87% of respondents would like front-line staff learning support through modules (see figure 54.0).

QUESTION 20.3: FRONT-LINE PROFESSIONAL COURSES



Figure 55.0: TUCO Learning Support for Front-line staff through Professional Courses

KEY FINDINGS

- (33/45) 73% of respondents would like front-line staff learning support through professional courses (see figure 55.0).
- (8/45) 18% of respondents are not sure.

QUESTION 20.4: FRONT-LINE CERTIFICATES



Figure 56.0: TUCO Learning Support for Chefs through Certificate Courses

KEY FINDING

- (34/45) 73% of respondents would like front-line staff learning support through certificated courses (see figure 56.0).

QUESTION 20.A: IS THERE ANY 'OTHER' SUPPORT?

Unique response number	Is there any 'other' support?
1	Practical experiences
2	Job exchanges

Table 4.0 'Other' Front-line Staff Learning and Development Support

INTERPRETATION AND FURTHER IDEAS

- Respondents have identified other areas for supporting learning and development of Front-line staff (see table 4.0).
- There is a need to consider constraints to help all hospitality staff achieve their professional goals – TUCO Academy actively facilitates a learning and development culture which is underpinned by organizational learning concepts.
- Actively develop solution to identified constraints (limited resources ‘the who’, travel ‘the where’, date of delivery of modules ‘the when’, delivery approach ‘the how’)
- Need to consider learning styles for different hospitality categories, also moving from declarative knowledge to functional knowledge. Need to consider individual self-efficacy as well as organizational self-efficacy.
- Demonstration of new professional competencies that benefits the hospitality department efficacy (organizational self-efficacy)
- PDP can identify area for learning and development, TUCO can offer modules and courses – the modules (‘the what’) and delivery (‘the how’) should support the self-efficacy of hospitality staff. Moreover, this has connectivity with learning styles, functional knowledge, problem-based assignments – the benefits of competencies impacts on the efficacy of the hospitality department – also leading to organizational self-efficacy (has links with organizational learning).

HOSPITALITY PROCESS - INCENTIVES

QUESTION 22: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT INCENTIVIZING LEARNING OR TRAINING WOULD CONTRIBUTE TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT

Agree  22 (100%)

Figure 57.0: Incentivising Learning

KEY FINDING

- (22/45) 49% of respondents agree that incentivizing learning or training would contribute to the success of your hospitality department (see figure 57.0) (22 respondents will now complete the rest of this nested section of the questionnaire.)

QUESTION 22.A: DO YOU INCENTIVISE LEARNING, PROFESSIONAL DEVELOPMENT OR OTHER TRAINING IN YOUR DEPARTMENT?

Yes  10 (45.5%)
 No  9 (40.9%)
 Not Sure  3 (13.6%)

Figure 58.0: Incentivising Learning for your Department

KEY FINDING

- (10/22) 45% of respondents incentivize professional development (see figure 58.0).

QUESTION 22.A.I: WOULD YOU BE KEEN OR NOT KEEN TO INTRODUCE INCENTIVISED DEVELOPMENT INTO THE HOSPITALITY DEPARTMENT?

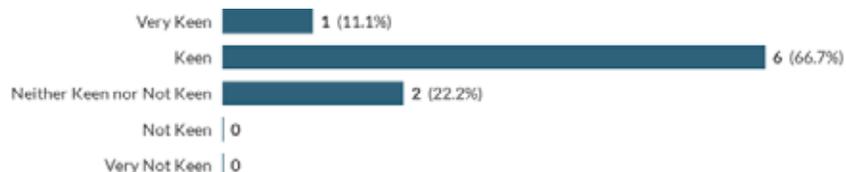


Figure 59.0: Introducing Incentivising Learning for your Department

KEY FINDING

- (7/22) 31% of respondents would be keen to incentivize professional development (see figure 59.0).

INTERPRETATION AND FURTHER IDEAS

- As staff gain new professional competencies such as 'up selling' or nutritional knowledge in which informs both internal and external clients – an ethical bonus scheme could be introduced which recognises improved business performance through enhanced hospitality department efficacy. Productivity is an attribute of hospitality department efficacy. What are the key attributes of organisational efficacy? How is organisational efficacy connected with business performance outcomes?
- Should hospitality staff take a holiday in order to gain new competencies – then some form of incentive should be offered by hospitality department.

HOSPITALITY PROCESS - LEARNING AND DEVELOPMENT BUDGET

QUESTION 23: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT A LEARNING AND DEVELOPMENT BUDGET WOULD CONTRIBUTE TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT



Figure 60.0: Leading and Development Budget

KEY FINDINGS

- (41/45) 91% of the respondents agree that a learning and development budget would contribute to the success of the hospitality department (see figure 60.0). (41 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- A learning and development budget can be the key to improving staff competencies which enhances hospitality departmental efficacy. This might be highlighted through marginal business gains (S1-S0) (or business performance outcomes).

QUESTION 23.A: DO YOU HAVE A STAFF LEARNING AND DEVELOPMENT BUDGET?

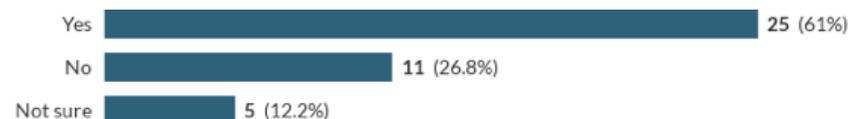


Figure 61.0: Leading and Development Budget Availability

KEY FINDINGS

- (25/41) 61% of respondents have a staff learning and development budget (see figure 27.0).
- (11 /41) 26% do not have a learning and development budget - which is worrying because potentially 55 TUCO members population may not have a budget.

INTERPRETATION AND FURTHER IDEAS

- Having a learning and development budget can affect staff competencies, hospitality department efficacy and business strategy outcomes.
- Is there connectivity between having a learning and development budget and student experience (see figure 62.0) - this may need to be explored further.
- There is a need to explore the benefits of a learning and development budget.
- No learning and development budgets could be constraining factor in the evolvement of the department and its staff.
- It is important to identify the right modules in order to affect marginal business gains.

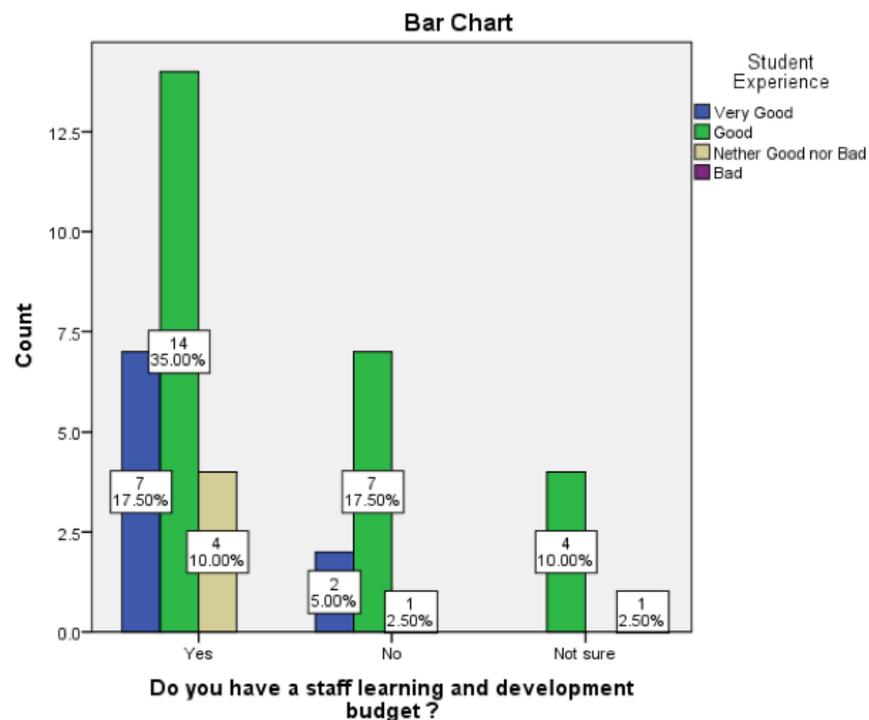


Figure 62.0: Exploring Staff Learning Budget with Student Experience

QUESTION 23.A.I: WHAT IS YOUR ANNUAL LEARNING AND DEVELOPMENT BUDGET?

Unique response number	What is your annual Learning and development budget?
1	65000
2	6000
3	3000
4	20000
5	5000
6	9750
7	6400
8	10000
9	10000
10	25000
11	5000
12	1500
13	25000
14	18000
15	5000
16	40000
17	2995
18	3000
19	5000
20	2000
21	12000
22	7000
23	1500
L&D Budget (sample)	288145
L&D Budget (population)	1440725

Table 5.0: learning and Development Budget

KEY FINDINGS

- 23 respondents provided information with regards their learning and development budget which totals £288145.

INTERPRETATION AND FURTHER IDEAS

- Need to explore the real benefits of a learning and development budget.
- Assuming sample is representative of population total Learning and development budget for TUCO members is £1.4m
- Which university categories have the largest and smallest budgets (see table A4.0 and figure A1.0)?
- Is there a correlation between learning and development budget, and student experience?
- Does learning and development budget affect income generation?

QUESTION 23.A.II: DO YOU HAVE AN ADEQUATE LEARNING AND DEVELOPMENT BUDGET?

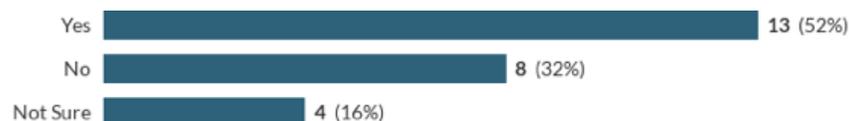


Figure 63.0: Adequacy of Learning and Development Budget

KEY FINDINGS

- (13/25) 52% of respondents feel they have an adequate learning and development budget (see figure 63.0).
- (8/25) 32% of respondents do not feel they have an adequate learning and development budget.

INTERPRETATION AND FURTHER IDEAS

- Learning and development budgets are important because of the potential benefits of realizing professional competencies which underpins hospitality department efficacy.
- No learning and development budgets could be constraining factor for involvement of hospitality department and staff competency levels.

HOSPITALITY PROCESS - MENTORING/COACHING

QUESTION 24: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT MENTORING/COACHING WOULD CONTRIBUTE TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT



Figure 64.0: Mentoring and Coaching

KEY FINDINGS

- (33/45) 73% of respondents agree that that mentoring/coaching would contribute to the success of your hospitality department (see figure 4.0 and 64.0). (33 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- TUCO Academy needs to develop modules for mentoring/coaching – also some chef mentors for guiding chefs from other universities.
- A management consultant mentors for senior managers – or a lead management figure giving master classes.
- Mentoring could be linked with individual self-efficacy which may have connectivity with organizational efficacy.

QUESTION 24.A: DO YOU OFFER MENTORING/COACHING SCHEMES TO YOUR STAFF?



Figure 65.0: Mentoring and Coaching Scheme

KEY FINDING

- (21/33) 63% of respondents indicate their hospitality department offer a mentoring/coaching scheme (see figure 65.0)

INTERPRETATION AND FURTHER IDEAS

- Great opportunity to share the strengths and limitations of mentoring/coaching schemes.

QUESTION 24.A.I: WOULD YOU LIKE TO INTRODUCE A MANAGEMENT MENTORING/COACHING SCHEME INTO THE HOSPITALITY DEPARTMENT



Figure 66.0: Introducing Mentoring and Coaching Scheme

KEY FINDING

- (10/33)30% of respondents would like to introduce this mentoring/coaching scheme to their hospitality department.

QUESTION 24.B: WOULD YOU BE INTERESTED OR NOT INTERESTED IN THE TUCO ACADEMY DEVELOPING MODULES TO PRODUCE MENTORS/COACHES, FOR THE FOLLOWING STAFF?

QUESTION 24.B.1: MANAGEMENT

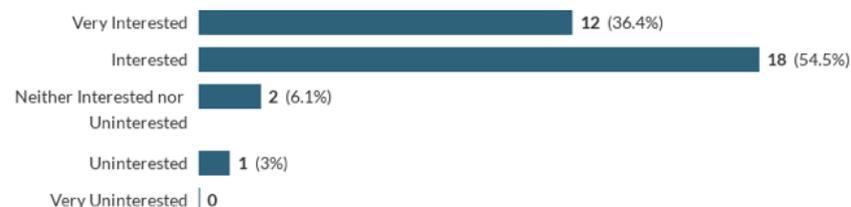


Figure 67.0: TUCO Academy Management Mentoring and Coaching Scheme

QUESTION 24.B.2: CHEF

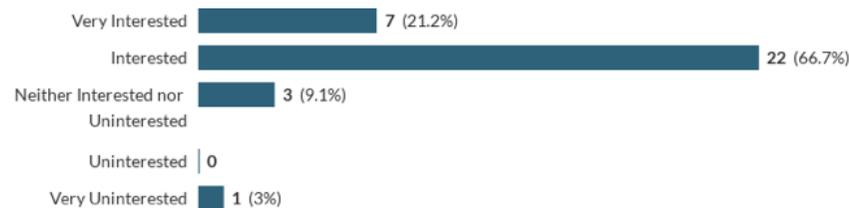


Figure 68.0: TUCO Academy Chef Mentoring and Coaching Scheme

QUESTION 24.B.3: FRONT-LINE STAFF (BAR)

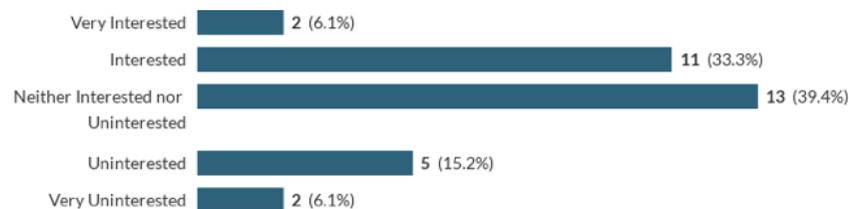


Figure 69.0: TUCO Academy Front-line Bar Mentoring and Coaching Scheme

QUESTION 24.B.4: FRONT-LINE STAFF (FOOD)

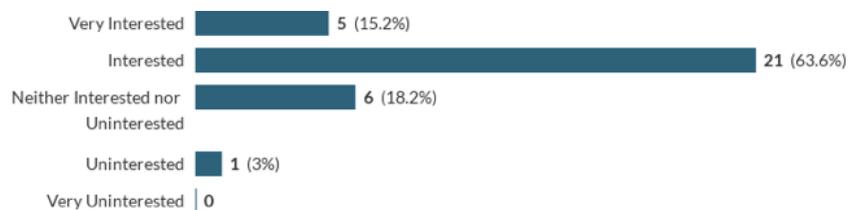


Figure 70.0: TUCO Academy Front-line Food Mentoring and Coaching Scheme

**QUESTION 24.B.5: FRONT LINE STAFF
(HOUSEKEEPING OR FACILITIES)**

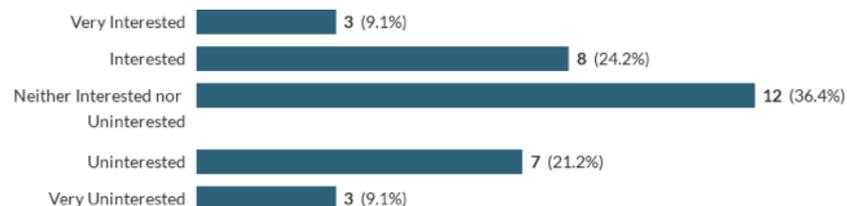


Figure 71.0: TUCO Academy Front-line (housekeeping or facilities) Mentoring and Coaching Scheme

KEY FINDINGS

- Respondents indicate there is general interest in mentoring/coaching (see figures 67.0 to 71.0).

INTERPRETATION AND FURTHER IDEAS

- TUCO Academy needs to develop modules for training the mentors/coaches. Moreover, Academy successes need to be annually demonstrated through presentations at the TUCO conference. Hence, the emergence of the Academy stream at the TUCO conference, with the aim of facilitating learning and development participation.
- Mentors and coaches for specific areas (e.g. chef) – more experienced mentors could assist other hospitality departments. Moreover, mentors/coaches could be the leaders/foundations for their respective community of practice.
- Mentors/coaches could facilitate self-efficacy of the learner (e.g. encourage reading around an area, providing intellectual support) and this could contribute to the hospitality departments efficacy (and the attribute organizational self-efficacy).

- Caveat - delivery, module ‘take-up’ could be an issue because of budget and staff time constraints, which needs to consideration. Creating a need through highlighting success, e.g. the Academy stream.

HOSPITALITY PROCESS – CHALLENGES

QUESTION 25: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT CURRENT CHALLENGES IMPACT UPON THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT.



Figure 72.0: Current Challenges

KEY FINDINGS

- (39/45) 87% of respondents acknowledge current challenges impact upon the success of your hospitality department (see figure 3.0 and 72.0). (39 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- Challenges (or constraints) may impact course and module attendance, the TUCO Academy.
- The TUCO Academy may need to adapt to emergent and unforeseen challenges and needs to have a continuous conversation with members – challenges could be translated into opportunities (Verified by Durham University participants’ conversation findings).
- The TUCO Academy should be conceptualised as an open-system – and use appropriate tools to underpin this concept such problem structuring methods and social media to capture and engage with all members at its conference.

QUESTION 25.A: SHOULD THE HOSPITALITY DEPARTMENT ANNUALLY REVIEW THEIR TOP 3 MANAGEMENT, CHEF AND FRONT-LINE STAFF CHALLENGES?



Figure 73.0: Top 3 Management, Chef and Front-line Staff Challenges

KEY FINDINGS, INTERPRETATION AND IDEAS

- (37/39) 95% respondents believe the hospitality department should annual review their top 3 management, chef and front-line staff challenges (see figure 73.0).

INTERPRETATION AND FURTHER IDEAS

- The PDP template designed by TUCO could assist in identifying staff and organisational challenges – therefore the template design is critical to the success of the individual, hospitality department and TUCO Academy.
- Great opportunity for respondents to engage with all their staff – identifying challenges/constraints impeding the efficacy of the hospitality department, and attainment of strategic hospitality outcomes (i.e. goals or critical success factors).
- Engagement of all hospitality staff could contribute to organizational and membership learning - connected with learning and development culture and the transition and flux organizational metaphor.

QUESTION 25.B: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT THE TUCO CONFERENCE SHOULD OFFER THE OPPORTUNITY TO DEBATE THE CURRENT TOP 3 MANAGEMENT, CHEF AND FRONT-LINE STAFF CHALLENGES?



Figure 74.0: Top 3 Management, Chef and Front-line Staff Challenges Debated at Conference

KEY FINDINGS, INTERPRETATION AND IDEAS

- (31/39) 79% of respondents agree TUCO conference should offer the opportunity to debate top 3 management, chef and front-line challenges (see figure 32.0).

INTERPRETATION AND FURTHER IDEAS

- This could be an opportunity for the TUCO Academy to engage with all members – identify challenges/ constraints of members which could be opportunities for the development of the Academy in order support the membership (Verified by Durham University conversation findings).These conversation could be organised at the TUCO conference.

HOSPITALITY PROCESS - TECHNOLOGIES AND TRAINING

QUESTION 26: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT TECHNOLOGIES (INCLUDING SOCIAL MEDIA) WOULD CONTRIBUTE TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT

Agree  38 (100%)

Figure 75.0: Technologies (including social media)

KEY FINDINGS

- (38/45) of respondents agree that technologies (including social media) would contribute to the success of your hospitality department (see figure 3.0 and 75.0). (38 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- Technology competencies are important to the success of hospitality department (Verified by South Wales University participants' conversation findings) – especially for controlling hospitality operations and marketing innovations.
- The TUCO Academy could facilitate the use of technologies, including social media, in order to underpin various communities of practice within the membership.

QUESTION 26.A: IS THERE ADEQUATE OR INADEQUATE SUPPLIER TRAINING OF CATERING TECHNOLOGIES?

Adequate  4 (10.5%)
Inadequate  34 (89.5%)

Figure 76.0: Catering Technologies Adequacy

KEY FINDINGS

- (34/38) 85% of respondents believe there is inadequate supplier training of catering technologies (see figure 76.0).

INTERPRETATION AND FURTHER IDEAS

- TUCO Academy may wish to liaise with Catering Technology providers to offer more training – perhaps at TUCO conference and at regional venues.

QUESTION 26.B: WOULD YOU SEND STAFF FOR TUCO ORGANIZED TECHNOLOGY (AND SOCIAL MEDIA) TRAINING?

Yes  32 (84.2%)
No  0
Not Sure  6 (15.8%)

Figure 77.0: TUCO Training of Catering Technologies

KEY FINDINGS

- (32/38) 84% of respondents indicated they would send staff for organised technology (and social media) training (see figure 77.0).

INTERPRETATION AND FURTHER IDEAS

- TUCO Academy should identify specific learning areas such marketing and feedback (and its analysis).
- Again need to consider members constraints in attending – highlight the need through demonstrating the benefits. Demonstrated gained competencies and functional knowledge through problem based assignment.

HOSPITALITY PROCESS - CONSTRAINING FACTORS

QUESTION 27: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT THERE ARE LEARNING AND DEVELOPMENT CONSTRAINTS THAT AFFECT THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT

Agree  37 (100%)

Figure 78.0: Learning and Development Constraints

KEY FINDINGS

- (37/45) 82% of respondents agree that learning and development constraints affect the success of their hospitality department (see figure 78.0). (37 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- Learning and development constraints can affect staff efficacy, or competency levels, and therefore the hospitality department efficacy.
- TUCO Academy needs to understand constraining factors which may impede the performance of both the TUCO Academy and hospitality departments.
- TUCO may develop solutions to solve member constraints, e.g. scholarship for specific learning modules, and learner must present at the Academy seminar at TUCO conference.

QUESTION 27.A: DOES RESOURCE LIMITATION (I.E. NOT ENOUGH STAFF) AFFECT THE DECISION TO ATTEND COURSES?

Yes  33 (89.2%)
 Not  3 (8.1%)
 Not Sure  1 (2.7%)

Figure 79.0: Resource Limitations

KEY FINDINGS

- (33/37) 89% respondents believe resource limitations can affect the decision to attend learning modules and courses (see figure 79.0).

INTERPRETATION AND FURTHER IDEAS

- Can hospitality departments reduce for example meal complexity which may reduce resources – every second Friday for learning and development.
- TUCO Academy undertakes region learning and development (Verified by University of South Wales participant's conversation findings) provided sufficient module or course take-up.
- Identify specific scholarships for areas of hospitality weakness.
- TUCO Academy needs to be flexible in delivery – but members need to participate.

QUESTION 27.B: DOES THE DELIVERY LOCATION OF THE COURSE OR MODULE AFFECT THE DECISION TO ATTEND THE LEARNING MODULE OR COURSE?

Yes  33 (89.2%)
 No  4 (10.8%)
 Not Sure  0

Figure 80.0: Delivery Location

KEY FINDINGS

- (33/37) 73% of respondents believe that delivery location is a constraint to attending attend the learning module or course (see figure 80.0).

INTERPRETATION AND FURTHER IDEAS

- Could develop webinars and/or materials for 'in-house' learning. This will depend on the hospitality cohort (the who') and the learning outcome ('the what').

QUESTION 27.C: CONSIDER EACH OF THE FOLLOWING STATEMENT, AND THEN TICK THE APPROPRIATE BOX WHICH REFLECTS YOUR LEVEL OF AGREEMENT 'WE MAINLY FOCUS ON LEARNING MODULE COSTS RATHER THAN GAINED STAFF SKILLS THAT BENEFITS OUR HOSPITALITY DEPARTMENT.'

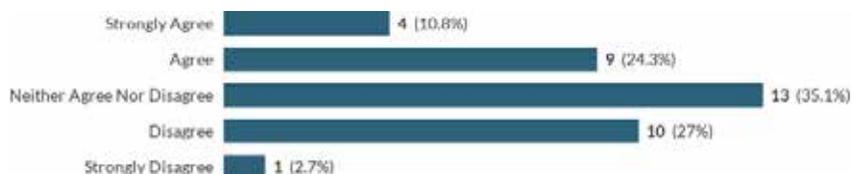


Figure 81.0: Learning Module Cost versus Hospitality Department Benefits

KEY FINDINGS

- (13/37) 35% of respondents agree (9/37) and strongly agree (4/37) to the statement. The response is mixed to the identified statement.

INTERPRETATION AND FURTHER IDEAS

- TUCO must ensure the right modules and courses are developed, and hospitality competencies gained which is demonstrated through practice and illustrates functional knowledge - which in turn enhances organisational efficacy.

QUESTION 27.D: DOES THE LEARNER HAVE TO DEVELOP A BUSINESS CASE?

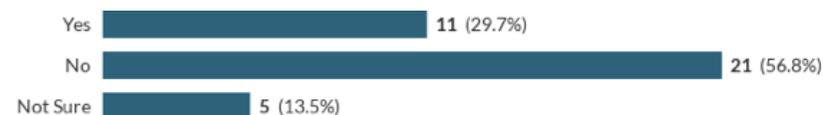


Figure 82.0: Learner Business Case

KEY FINDINGS

- (21/37) 57% of respondents do not develop a business case for learning modules (see figure 82.0).

INTERPRETATION AND FURTHER IDEAS

- This could be an important opportunity to develop a business case (or value creation studies) template for professional development, could be linked with the PDP. Could highlight cost but also benefits to the hospitality department.
- Identifying the right modules which affect the hospitality department efficacy - to demonstrate benefits may require the identification of a catering problem that will be solved - to demonstrate benefits.
- A value creation study (business case) could also be applied to explore the impact of an innovation upon the hospitality department - thinking both analytical and holistically - to be used as a conversation tool.
- The business case tool with PDP helps identify the right needs and modules which benefit the learner (competencies) and the hospitality department (efficacy) which realises the right hospitality outcomes.

QUESTION 27.E: DOES THE DEPARTMENT USE A BUSINESS CASE TEMPLATE?



Figure 83.0: Use of Business Case Template

KEY FINDINGS

- (27/37) 83% of respondents do not use a business case template (see figure 37.0).

INTERPRETATION AND FURTHER IDEAS

- TUCO can develop a business case template for members, which used for sense-making and conversation between, e.g. line-manager and front-line leader. Aspects of the business could be linked with PDP, and some information sent to TUCO Academy to support learning and development of staff. Business case should be designed with a view to achieving staff professional goals which linked to TUCO pathways, and Hospitality department efficacy which impacts upon business performance outcomes (goals, critical success factors) – in terms of some form of marginal gain (S1-S0).
- More sophisticated Business Case templates (or value creation studies) and identified methods and techniques (a multi-methodological approach) can be developed for rigorously evaluating hospitality innovation offerings which might be high risk but yield high benefits.

HOSPITALITY OUTPUT - PERFORMANCE SUCCESS - CRITICAL SUCCESS FACTORS

QUESTION 28: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT IT IS IMPORTANT TO IDENTIFY CRITICAL SUCCESS FACTORS OF YOUR HOSPITALITY DEPARTMENT.



Figure 84.0: Critical Success Factors

KEY FINDINGS

- (42/45) 93% of respondents agree that it is important to identify critical success factors of their hospitality department (see figure 84.0).

INTERPRETATION AND FURTHER IDEAS

- It is important to identify the critical success factors which can be linked to objectives or outcomes of the department.

QUESTION 28.A: IS FINANCIAL SUSTAINABILITY A CRITICAL SUCCESS FACTOR?



Figure 85.0: Financial Sustainability as a Critical Success Factors

KEY FINDING

- (33/45) respondents believe financial sustainability a critical success factor (see figure 85.0).

INTERPRETATION AND FURTHER IDEAS

- It is believed that highly competent staff are require to achieve financial sustainability.
- Encourage all staff to innovate through a learning and development culture which is linked to the transition and flux metaphor (Morgan, 2002).
- The PDP and business case (or value creation studies) are important tools to underpin right learning and development which underpins hospitality department efficacy and realization of critical success factors such as financial sustainability.

QUESTION 28.A.I: WHAT IS YOUR AGREED DEPARTMENTAL EXPENDITURE (BUDGET ALLOCATION) FOR THE YEAR?

	Frequency	Percent	Valid Percent	Cumulative Percent
1000	1	2.2	5.6	5.6
70000	1	2.2	5.6	11.1
300000	1	2.2	5.6	16.7
800000	1	2.2	5.6	22.2
1000000	2	4.4	11.1	33.3
2000000	2	4.4	11.1	44.4
2400000	1	2.2	5.6	50.0
Valid 2500000	1	2.2	5.6	55.6
3000000	1	2.2	5.6	61.1
3235000	1	2.2	5.6	66.7
4000000	1	2.2	5.6	72.2
5000000	2	4.4	11.1	83.3
6000000	1	2.2	5.6	88.9
12300000	1	2.2	5.6	94.4
55000000	1	2.2	5.6	100.0
Total	18	40.0	100.0	
Missing -1	27	60.0		
Total	45	100.0		

Table 6.0: Departmental Expenditure (Budget Allocation)

TATISTICS - WHAT IS YOUR AGREED DEPARTMENTAL EXPENDITURE (BUDGET ALLOCATION) FOR THE YEAR?

N	Valid	18
	Missing	27
Mean		5867000.00
Median		2450000.00
Mode		1000000a
Std. Deviation		12604643.691
Range		54999000
Minimum		1000
Maximum		55000000

Table 7.0: Measures of Central Tendency and Dispersion for Departmental Expenditure (Budget Allocation)

KEY FINDINGS

- (18/45) 40% of respondents provided departmental expenditure (see table 6.0)
- The median departmental expenditure is £2.45m (see table 7.0).

INTERPRETATION AND FURTHER IDEAS

- The departmental expenditure (budget allocation) findings provide a real sense of scale of the hospitality operations especially looking at the median value.
- MSc in Catering Operations Management could emerge, which is linked with controlling and improving catering operations.
- This type of data could be used as a baseline, which might be used to explore the impact of TUCO Academy.

QUESTION 28.A.II: WHAT IS YOUR DEPARTMENT ANNUAL INCOME SURPLUS (OR PROFIT)?

Frequency	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 15000	1	2.2	5.0	5.0
30000	1	2.2	5.0	10.0
45000	1	2.2	5.0	15.0
65000	1	2.2	5.0	20.0
75000	1	2.2	5.0	25.0
80000	1	2.2	5.0	30.0
100000	2	4.4	10.0	40.0
200000	1	2.2	5.0	45.0
250000	3	6.7	15.0	60.0
284000	1	2.2	5.0	65.0
400000	1	2.2	5.0	70.0
600000	1	2.2	5.0	75.0
962233	1	2.2	5.0	80.0
1000000	1	2.2	5.0	85.0
1500000	1	2.2	5.0	90.0
2000000	2	4.4	10.0	100.0
Total	20	44.4	100.0	
Missing -1	25	55.6		
Total	45	100.0		

Table 8.0: Annual Income Surplus

STATISTICS - WHAT IS YOUR DEPARTMENT ANNUAL INCOME SURPLUS (OR PROFIT)?

N	Valid	20
	Missing	25
Mean		510311.65
Median		250000.00
Mode		250000
Std. Deviation		642162.823
Range		1985000
Minimum		15000
Maximum		2000000

Table 9.0: Measures of Central Tendency and Dispersion of Annual Income Surplus

KEY FINDINGS

- (20/45) 44% of respondents submitted their annual income surplus. It was found that 25 respondents did not submit data to this question.
- The median value was £250000 with a minimum of £15000 and maximum of £2000000 (see table 2.0).

INTERPRETATION AND FURTHER IDEAS

- The annual income surplus is of interest and suggests hospitality annual income could be an important revenue stream for university central funds.
- The annual surplus could be improved through learning and development of staff which enhances their competencies (e.g. skills in upselling).
- A learning and development culture may facilitate knowledge base innovations which impact annual income surplus – also new innovations, e.g. menus for athletes, may require marketing (and social media) skills to promote the innovation.
- There may be a need to accelerate knowledge based innovation through problem-based assignments which are designed by the TUCO Academy.
- This annual income surplus data (see table 8.0) could be used as a baseline - which might be used to explore marginal gains as staff gain competencies through the TUCO Academy.
- It would be interesting to highlight the different annual income surplus for each university category (see figure 86.0).

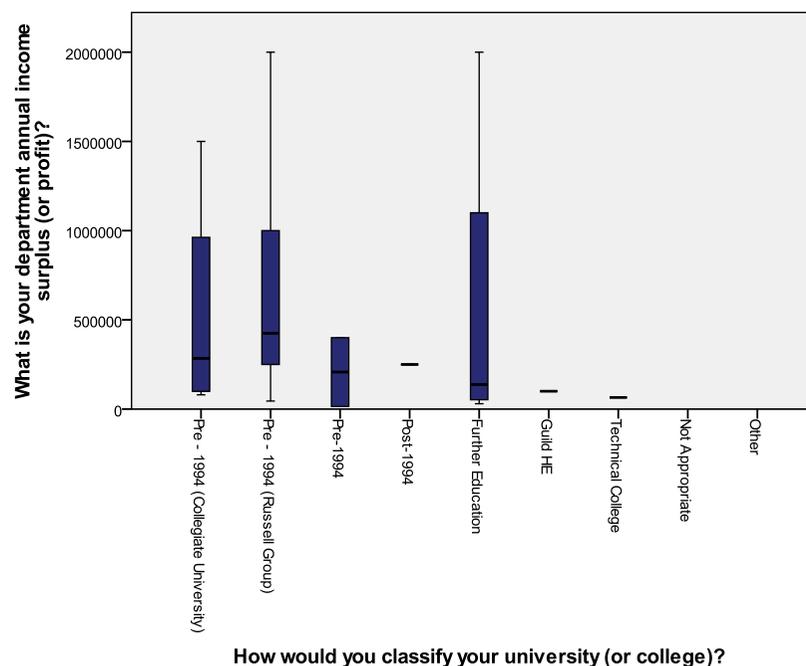


Figure 86.0: Exploring Annual Income Surplus and University Categories

STUDENT FOCUS

QUESTION 28.B: IS THE STUDENT EXPERIENCE A CRITICAL FACTOR FOR THE HOSPITALITY DEPARTMENT?



Figure 87.0: Student Experience - Critical Success Factor

KEY FINDINGS

- (42/45) (93%) of respondents believe student experience is a critical factor for their hospitality department (see figure 3.0 and 87.0).

INTERPRETATION AND FURTHER IDEAS

- Student experience is a critical factor which can be viewed as an outcome or objective of the hospitality department.
- How can TUCO Academy affect the student experience?
- What learning modules and courses are required by hospitality departments which is support by the TUCO Academy?

QUESTION 28.B.I: WHAT IS YOUR CURRENT STUDENT EXPERIENCE RATING?

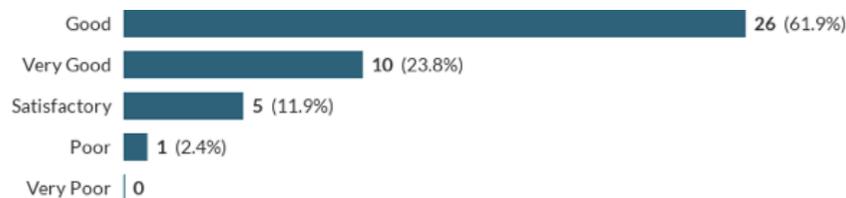


Figure 88.0: Student Experience Rating

KEY FINDINGS

- (26/42) 58% of respondents indicate student experience is good and (10/42) 24% experience is very good, and at least (36/42) 86% respondents suggest a good student experience (see figure 88.0).

INTERPRETATION AND FURTHER IDEAS

- This is viewed as the symptom (or end) ('the why') caused by the hospitality department processes (or means) ('the what', 'the how', 'the who', 'the where', 'the when') (the hospitality department efficacy).
- Need to focus modules that improve aspects of hospitality departmental efficacy ('the means') which impact the outcomes ('the ends') (symptoms) - learning and development budgets are critical to increase staff competencies which enhances organizational efficacy which delivers hospitality department outcomes - success (see figure 3.0).
- Identifying the right modules (becoming effective) to address the right needs of the hospitality department - co-producing and co-creating value (cost (learning and development budget) - benefits ((means (organizational efficacy) and ends (outcomes/symptoms/ marginal gains)). Could this initiate an MSc in Hospitality Innovation and entrepreneurship?
- It could be interesting to cross tabulating student experience with learning and development budget (see table A5.0).

QUESTION 28.C: PLEASE TICK OTHER CRITICAL SUCCESS FACTORS

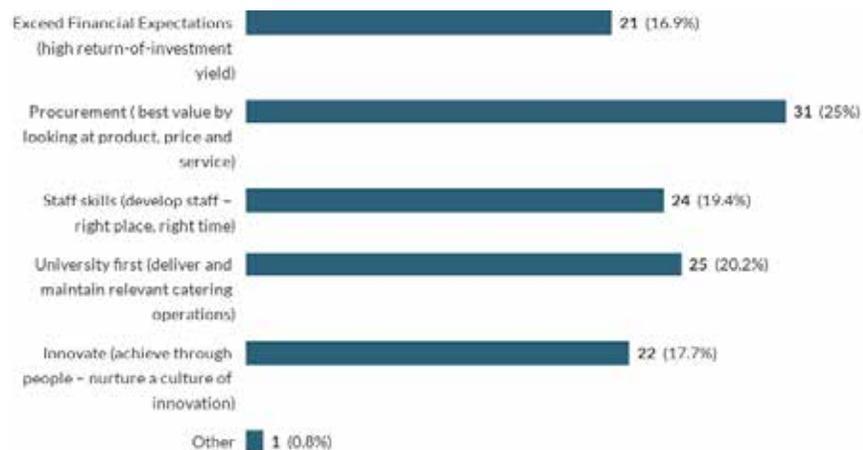


Figure 89.0: Critical Success Factors for Hospitality Department

KEY FINDINGS

- (31/42) 73% of respondents suggest procurement is a critical success factor for Hospitality Departments – identifying the right food and beverage – and procure through TUCO – this finding reinforces the benefit of being a member of TUCO.
- (25/42) 60% respondents indicate university first is a critical success factor for Hospitality Departments – therefore it is important focus on student experience which is a highlighted critical factor (see figure 4.0 and 89.0).
- (24/42) 57% respondents suggest staff skills are a critical success factor – maintain core competencies of the hospitality department efficacy, which is reflected in performance outcomes of a successful hospitality department. However, what about hospitality innovations offerings for internal and external clients – enhancing departmental efficacy – or new enterprise opportunities for hospitality which could lead to new revenue streams.

- (22/45) 49% of respondents indicate innovate is a critical success factor for Hospitality Departments – this may lead to new and increased revenue streams.

INTERPRETATION AND FURTHER IDEAS

- Procurement is an integral part of organisational efficacy (means) – competencies in negotiations and influencing – which impact on revenue surplus ('the ends'), and becoming more self-sufficient.
- Additionally, identifying innovations – requires an innovation culture – linked norms, values and behaviours – underpinned by learning and development – what learning modules can assist identifying innovations that create value for the hospitality department.
- The identified innovation needs to be rigorously evaluated – how do we rigorously evaluate innovations – through a business case template (or value creation study).
- What about rewarding staff /incentive schemes for innovation

QUESTION 28.D: DO YOU AGREE OR DISAGREE THAT LEARNING AND DEVELOPMENT OF STAFF ARE CENTRAL TO REALIZING STRATEGIC CRITICAL SUCCESS FACTORS OF THE CATERING DEPARTMENT?

QUESTION 28.D.1: LEARNING AND DEVELOPMENT AS (CSF)



Figure 90.0: Critical Success Factors for Hospitality Department

KEY FINDINGS, INTERPRETATION AND IDEAS

- (41/42) (97%) respondents agree (26/42) (modal class) and strongly agree (15/42) that learning and development of staff are central to realizing strategic critical success factors of the catering department (see figure 90.0).

INTERPRETATION AND FURTHER IDEAS

- Learning and development budget is critical to realizing the right staff competencies.
- Need to identify the right organizational needs (links with core competencies), the right individual needs and the right modules. This may enhance organizational efficacy, which is reflected in realizing the right business performance outcomes.
- Modules should ideally lead to staff functional knowledge. It is important to have an awareness of learning styles, and demonstrate benefits through some practical application that is value to the organization, and this should influence module descriptors and the business case.
- TUCO module descriptions, PDPs and Business Case may ensure value for money, and part of a quick win, that leads to increase learning and development budgets.
- New hospitality strategy may require the need for new staff competencies in order to realize the associated critical success factor for hospitality success.
- It is important to demonstrate the benefits of learning and development through its impact upon organizational efficacy and strategic outcomes.

HOSPITALITY OUTPUT - STRATEGY

QUESTION 29: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT A DOCUMENTED HOSPITALITY STRATEGY CONTRIBUTES TO THE SUCCESS OF THE DEPARTMENT?

Agree  32 (100%)

Figure 91.0: Strategy as a Critical Success Factors

KEY FINDING

- (32/45) 71% of respondents agree that a documented hospitality strategy contributes to the success of the department (see figure 91.0). (32 respondents will now complete the rest of this nested section of the questionnaire.)

INTERPRETATION AND FURTHER IDEAS

- A strategy document can be good opportunity to annually update or tweak hospitality strategy – emphasize an area that require addressing or an emerging area of opportunity and future income stream. A sense-making tool to generate conversations and gain new insights.
- A strategy document should not be viewed as another ticking the box exercise – a mechanical approach – but an opportunity to reflect and address areas for continuous improvement through conversations, which realises new marginal gains (SO-S1).
- An opportunity to adapt in a turbulent business environment – annually identifying issues may influence strategy and learning and development.

QUESTION 29.A: DOES YOUR HOSPITALITY DEPARTMENT HAVE A STRATEGY DOCUMENT?

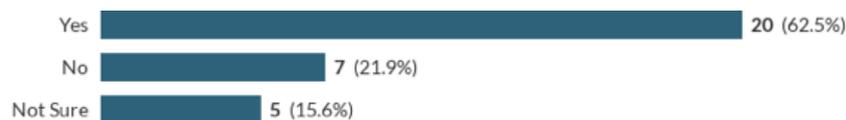


Figure 91.0: Strategy Document

KEY FINDING

- (20/32) 63% have a strategy document, but (7/32) 22% respondents do not have one
- (5/45) are not sure. Based on the assumption that the sample is representative of the TUCO membership – 49 members do not have a strategy document and 35 are not sure (see figure 91.0).

INTERPRETATION AND FURTHER IDEAS

- Strategy document can be viewed as sense-making of hospitality direction – an artefact for conversation – an opportunity to activity emphasise business direction and identify critical success factors and important outcomes.

QUESTION 29.A.I: DOES THE STRATEGY DOCUMENT IDENTIFY KEY OBJECTIVES (WHICH CAN BE LINKED WITH CRITICAL SUCCESS FACTORS) OF YOUR HOSPITALITY DEPARTMENT?



Figure 92.0: Key Strategy Objectives

KEY FINDING

- (18/32) of respondents believe the strategy document identifies key objectives (which can be linked with critical success factors) of their hospitality department (see figure 92.0).

QUESTION 29.A.II: DO YOU THINK IT IS IMPORTANT OR UNIMPORTANT TO HAVE A LEARNING AND DEVELOPMENT SECTION IN A STRATEGY DOCUMENT?

QUESTION 29.A.II.1: STRATEGY DOCUMENT



Figure 93.0: Importance of Learning and Development in a Strategy Document

KEY FINDINGS, INTERPRETATION AND IDEAS

- (19/32) 45% of respondents believe it is important to have a learning and development section in a strategy document (see figure 93.0)

INTERPRETATION AND FURTHER IDEAS

- Learning and development section can assist in the sense making of succession planning, maintaining core business competences – developing new competencies to support new business directions or potential income streams through new innovations.

QUESTION 29.A.III: DOES YOUR STRATEGY DOCUMENT HAVE A LEARNING AND DEVELOPMENT SECTION?



Figure 94.0: Strategy and Learning and Development

KEY FINDINGS

- (15/45) 33% of respondents have a learning and development section in their strategy document (see figure 3.0 and 94.0).

INTERPRETATION AND FURTHER IDEAS

- Strategy development is an opportunity to highlight hospitality issues that need to be addressed a dynamic and turbulent business environment. These issues can be both threats and opportunities, which influences annual strategy development – which highlight areas which require maintaining and other that require improvement in order to achieve hospitality department success.
- Strategy has links with organizational efficacy or adapting the hospitality department, which requires maintaining or evolving core business competencies which requires highlight competent staff – which requires a programme of learning and development.
- A strategy document that does not have learning and development section may suggest lack of consideration about staff skill sets require to achieve strategy. Learning and development is a foundation to strategy and hospitality department success. The TUCO Academy can support the learning and development section in a strategy document.

- Strategy documents, PDPs and business case are tools for maintaining and evolving organizational efficacy – which connects with strategy outcomes (and critical success factors). A learning and development budget and a section in a strategy is critical to achieving hospitality success.
- Every year the PDP is reviewed – lessons learnt are required and verified which highlight issues that the TUCO need to have awareness.

DOMAIN 3 - TUCO ACADEMY

The aim of this part of the questionnaire provides the opportunity to co-create the TUCO Academy One-Stop-Shop.

QUESTION 30: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT THE TUCO ACADEMY SHOULD AIM TO BE A ONE-STOP-LEARNING ACADEMY?



Figure 95.0: One-Stop-Learning Academy

KEY FINDING

- (29/45) 64% agree that the TUCO Academy should aim to be a one-stop-learning Academy (see figure 3.0 and 95.0).

INTERPRETATION AND FURTHER IDEAS

- This is an opportunity for all members to co-produce the TUCO Academy which benefits everyone.
- The Academy adapts to meet members learning and development needs – it is in continuous conversation (links with top three hospitality issues) about developing hospitality staff which enhances organisational efficacy and creates value through achieving strategy outcomes.
- The Academy can co-create learning modules and courses with other catering related institutions (e.g. institute of hospitality).
- The TUCO Academy is continuously exploring new learning modules in order to address emergent or unforeseen issues. Moreover, the Academy could guide development of learning modules guided by new research.
- The Academy facilitates different learning approaches to accommodate different learning styles.
- The TUCO Academy can develop modules to underpin current and future core competencies of the hospitality department.
- The Academy co-produces short courses with its members which can be used for learning and development of local community (NHS, hotels, residential homes, restaurants) – in order to develop a local catering community of practice – also a potential income stream for members.
- To raise hospitality knowledge, practices and standards for all aspects of university catering.
- Could attract various catering business (e.g. technology) to discuss opportunities – organising learning and development events – reduce training costs.

- Opportunity to organise visits (national and international) at reduced costs (Barista café training).
- Their interest in one-shop learning shop but worries about constraints which may impede the development of the TUCO Academy.

QUESTION 30.A: DO YOU AGREE OR DISAGREE THAT THE TUCO ACADEMY SHOULD OFFER A FULL RANGE OF MODULES AND COURSES (FROM NVQ TO MBA) FOR THE FOLLOWING STAFF?

QUESTION 30.A.1: DIRECTORS

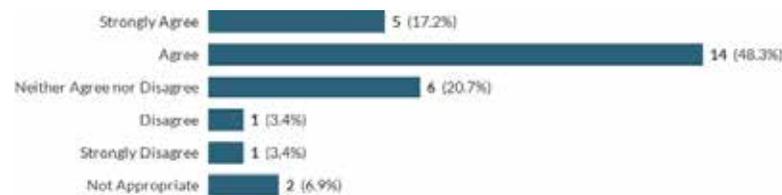


Figure 96.0: Modules and Course for Directors

KEY FINDINGS

- (19/29) 65% of respondents agree and strongly agree that the TUCO Academy should offer a full range of modules and courses for directors (see figure 96.0)

QUESTION 30.A.2: MANAGEMENT



Figure 97.0: Modules and Course for Management

KEY FINDINGS

- (27/29) 93% of respondents agree and strongly agree that the TUCO Academy should offer a full range of modules and courses for managers

QUESTION 30.A.3: CHEF



Figure 98.0: Modules and Course for Chefs

KEY FINDINGS

- (27/29) 93% of respondents agree and strongly agree that the TUCO Academy should offer a full range of modules and courses for chefs (see figure 98.0)

QUESTION 30.A.4: FRONT-LINE (BAR)

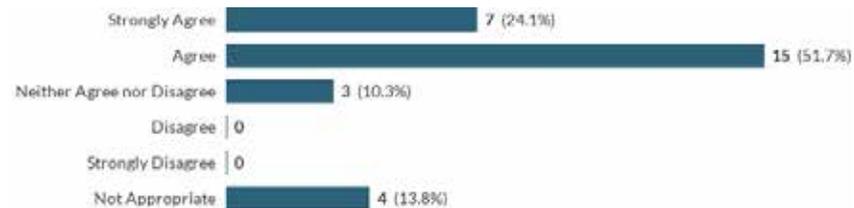


Figure 99.0: Modules and Course for Front-line (bar)

KEY FINDINGS

- (22/29) 76% agree and strongly agree that the TUCO Academy should offer a full range of modules and courses for front-line (bar) (see figure 99.0)

QUESTION 30.A.5: FRONT-LINE (FOOD)

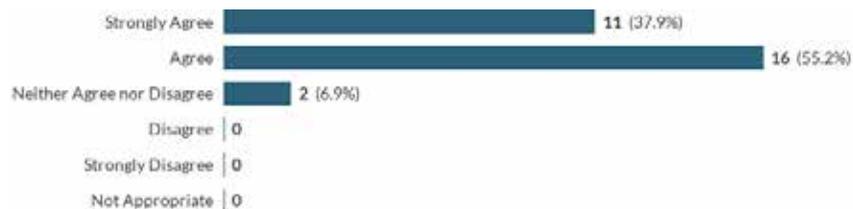


Figure 100.0: Modules and Course for Front-line (food)

KEY FINDINGS

- (27/29) 93% agree and strongly agree that the TUCO Academy should offer a full range of modules and courses for front-line (food) (see figure 100.0)

QUESTION 30.A.6: FRONT LINE STAFF (HOUSEKEEPING OR FACILITIES)

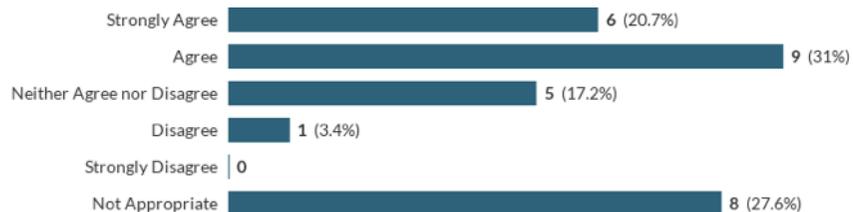


Figure 101.0: Modules and Course for Front-line (housekeeping or facilities)

KEY FINDINGS

- (15/29) 51% agree and strongly agree that the TUCO Academy should offer a full range of modules and courses for front-line (housekeeping or facilities) (see figure 101).

INTERPRETATION AND FURTHER IDEAS

- Managers, Chef and front-line staff (food) are the most popular – this could be the focus of a quick-win approach.

QUESTION 30.B: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT THE TUCO ACADEMY SHOULD HAVE A DESIGNATED STAFF MEMBER TO ORGANIZE AND COORDINATED ALL LEARNING AND DEVELOPMENT FOR ITS MEMBERS?



Figure 102.0: Designated Staff for TUCO Academy

KEY FINDINGS

- (29/45) 64% agree that the TUCO Academy should have a designated staff member to organize and coordinate all learning and development for its members (see figure 102).

INTERPRETATION AND FURTHER IDEAS

- This is a key to role that determines the success of the TUCO Academy – coordinating all learning and development. Overseeing the co-producing of modules and courses with TUCO members and other institutions
- Developing PDP template, business case and strategy templates – collect data to highlight cost and benefits of modules.
- Working with hospitality department directors and every learner.
- Develop a distinctive module descriptor template.
- Identify emergent learning needs and facilitate solutions.
- Hospitality/Business intelligence officer – links with open systems concept.
- Using all aspects of social media to facilitate communications – develop various communities of practices (chefs, managers, front-line staff)

RESEARCH AND INNOVATION

QUESTION 31: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT THE TUCO ACADEMY SHOULD BE INVOLVED IN HOSPITALITY RESEARCH OR INNOVATIONS THAT INFORM ALL MEMBERS?

Agree  40 (100%)

Figure 103.0: Hospitality Research and Innovation

KEY FINDINGS

- (40/45) 80% agree that the TUCO Academy should be involved in hospitality research or innovations that inform all members (see figure 103.0).

INTERPRETATION AND FURTHER IDEAS

- The TUCO Academy should be viewed as a leader of all aspects of hospitality. The Academy facilitates research with various university departments (food, management) – co-produces research which creates value to all members, which is reflected in its learning modules, and is part of the TUCO learning and development excellence brand.
- Maybe opportunity to gain research grants with various food science and management departments – the benefits may be realised though short courses with local community.

QUESTION 31.A: DO YOU AGREE OR DISAGREE THAT HOSPITALITY RESEARCH (E.G. EXTENSIVE REVIEW OF ALLERGENS) BE LINKED TO LEARNING MODULES THAT INFORMS ALL MEMBERS



Figure 104.0: Hospitality Research and Learning Modules

KEY FINDINGS

- (40/40) all respondents agree and strongly agree that the TUCO Academy should be involved in hospitality research that informs learning modules (see figure 104.0).

QUESTION 31.B: DO YOU AGREE OR DISAGREE THAT THE TUCO ACADEMY SHOULD OFFER HOSPITALITY RESEARCH GRANTS?

QUESTION 31.B.1: RESEARCH GRANT

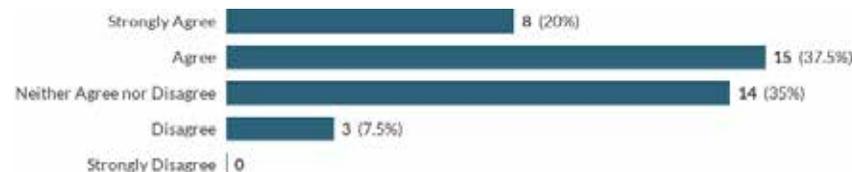


Figure 105.0: Hospitality research Grants

KEY FINDINGS

- (23/40) 58% agree and strongly agree that the TUCO Academy should offer hospitality research grants (see figure 105.0).

INTERPRETATION AND FURTHER IDEAS

- There is a TUCO research proposal template for directors, manager or chef that may have an idea. TUCO offers small grants, which maybe exploratory and working with an appropriate academic department, and could be an initiative from a member of hospitality staff (e.g. reducing sugar in cake through root vegetable (chickaree)), and this could lead to a research community of practice about reducing sugar in food.

QUESTION 31.C: DO YOU AGREE OR DISAGREE THAT HOSPITALITY INNOVATIONS (E.G. CHANGING FOOD PREFERENCES AND TRENDS) SHOULD BE LINKED TO LEARNING MODULES THAT INFORMS ALL MEMBERS?

QUESTION 31.C.1: HOSPITALITY INNOVATIONS



Figure 106.0: Hospitality Grants that Benefits All Members

KEY FINDINGS

- (38/40) 95% of respondents agree and strongly agree that the TUCO Academy should offer hospitality innovation grants (see figure 106.0)

INTERPRETATION AND FURTHER IDEAS

- These grants are allocated to TUCO members, that have identified a potential innovation that benefits hospitality and TUCO membership – a value creation study is undertaken and the TUCO directors assess them. Moreover, the proposed innovation could be collaboration between hospitality departments.

- The proposed hospitality innovation (could be related to processes, menus, or hospitality service) should primarily benefit all TUCO members but perhaps also wider hospitality community.
- The proposed hospitality innovation may lead to short courses which members can generate income.

QUESTION 31.D: DO YOU AGREE OR DISAGREE THAT THE TUCO ACADEMY SHOULD OFFER INNOVATION GRANTS?

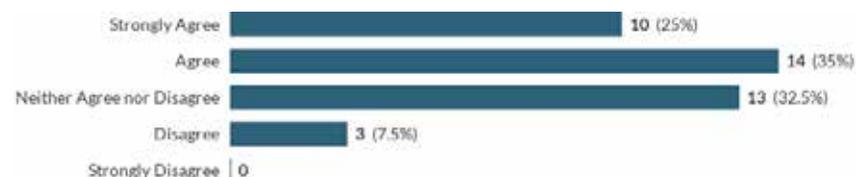


Figure 107.0: TUCO Academy Innovation Grants

KEY FINDINGS

- (24/40) 60% of respondents agree and strongly agree that the TUCO Academy should offer innovation grants (see figure 107.0).
- (13/40) 33% neither agree nor disagree – there is a need for a proof of concept – demonstrate the opportunity through an example.

REGIONAL AND LOCAL HUBS

QUESTION 32: DO YOU AGREE OR DISAGREE THAT ALL MEMBERS SHOULD HAVE THE OPPORTUNITY TO DELIVER TUCO MODULES AND COURSES?



Figure 108.0: Delivery of TUCO Modules and Courses

KEY FINDING

- (25/45) 56% agree that all members should have the opportunity to deliver TUCO modules and courses (see figure 108.0).

INTERPRETATION AND FURTHER IDEAS

- Members that wish to deliver modules, courses and have the resources – or wish to be entrepreneurial are given the opportunity to provide learning and development course for TUCO members and wider community. This could be an emerging income stream for hospitality department, and maybe it’s linked to some restaurants that provide training for chefs.

QUESTION 32.A: DO YOU AGREE OR DISAGREE THAT ALL MEMBERS SHOULD HAVE THE OPPORTUNITY TO DELIVER RELEVANT TUCO MODULES AS SHORT COURSES TO THE LOCAL COMMUNITY

QUESTION 32.A.1: SHORT COURSES

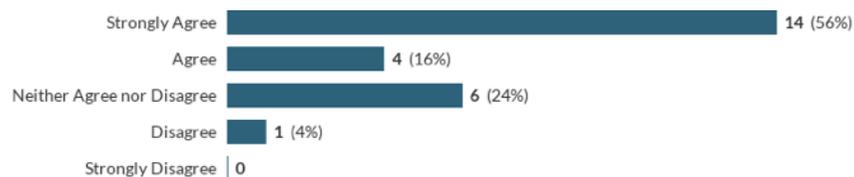


Figure 109.0: TUCO Academy Short Courses

KEY FINDINGS

- (18/25) 72% agree and strongly agree that all members should have the opportunity to deliver relevant TUCO modules as short courses to the local community (see figure 109.0).

INTERPRETATION AND FURTHER IDEAS

- Members that wish to deliver short courses and have the resources – or wish to be entrepreneurial are given the opportunity to provide

learning and development short courses to wider hospitality community. This could be an emerging income stream for hospitality department.

- The Academy Manager may need to be closely involved in this potential opportunity.

DOMAIN 4 - TUCO ACADEMY COURSES AND MODULES

The aim of this part of the questionnaire provides the opportunity to co-create the TUCO Academy Courses and Modules.

- Module Development
- Hospitality Expert

QUESTION 34: DO YOU AGREE OR DISAGREE THAT HOSPITALITY EXPERTS WITHIN YOUR DEPARTMENT COULD DEVELOP SPECIALIST LEARNING MODULES FOR THE TUCO ACADEMY COURSE LIST?



Figure 110.0: Specialist Modules developed by Hospitality Experts

KEY FINDINGS

- (21/45) 46% respondents agree that hospitality experts within your department could develop specialist learning modules for the TUCO Academy course list (see figure 4.0 and 110.0).

INTERPRETATION AND FURTHER IDEAS

- It is important that hospitality experts from the membership develop modules for the TUCO Academy. The contribution of experts to the Academy’s learning modules - underpins the co-producing and creating value concept.
- As more hospitality staff gain more knowledge, experience and becoming an expert, and positively contribute through the increase of new modules – this would be a positive measure of the evolution of the hospitality community of practice – and is facilitated by the TUCO Academy.

QUESTION 34.A: DO YOU HAVE HOSPITALITY EXPERTS WITHIN YOUR DEPARTMENT THAT COULD DEVELOP LEARNING MODULES FOR THE TUCO ACADEMY COURSE LIST?



Figure 111.0: Hospitality Experts in the Department

KEY FINDINGS

- (11/21) 52% of respondents believe they have hospitality experts within their department that could develop learning modules for the TUCO Academy course list (see figure 111.0).

QUESTION 34.A.I: WOULD YOUR DEPARTMENT CONTRIBUTE LEARNING MODULES BY YOUR EXPERT TO THE TUCO ACADEMY COURSE LIST?



Figure 112.0: Specialist Modules developed by Hospitality Experts

KEY FINDINGS

- (8/11) 73% respondents believe their department would contribute to learning modules through their expert to the TUCO Academy course list (see figure 112.0).

INTERPRETATION AND FURTHER IDEAS

- This would be a good example of a quick win. The TUCO Academy and individual hospitality departments co-produce learning modules, which may create value for all TUCO members. The hospitality expert could present and promote the module at the Academy stream at the TUCO conference.

QUESTION 34.B: DO YOU AGREE OR DISAGREE THAT UNIVERSITY ACADEMICS SHOULD GUIDE THE CATERING EXPERT IN THE DEVELOPMENT OF MODULES FOR THE TUCO ACADEMY COURSE LIST

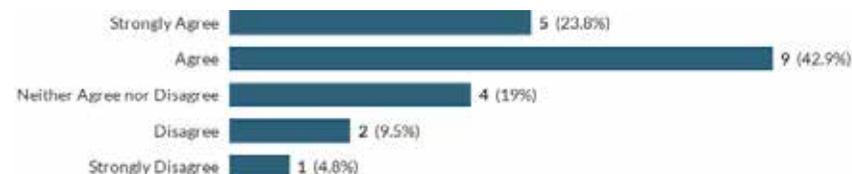


Figure 113.0: Academic Guidance for Catering Expert

KEY FINDINGS

- (14/21) 67% respondents agree and strongly agree that university academics should guide the catering expert in the development of modules for the TUCO Academy course list (see figure 113.0).

INTERPRETATION AND FURTHER IDEAS

- The academic would assist in the development of module descriptors for example they may have a good understanding of learning styles and different forms of assessment.

QUESTION 34.C: DO YOU AGREE OR DISAGREE THAT THE LEARNING MODULES AND COURSES GUIDED BY THE ACADEMIC SHOULD GAIN UNIVERSITY ACCREDITATION?

QUESTION 34.C.1: UNIVERSITY ACCREDITATION

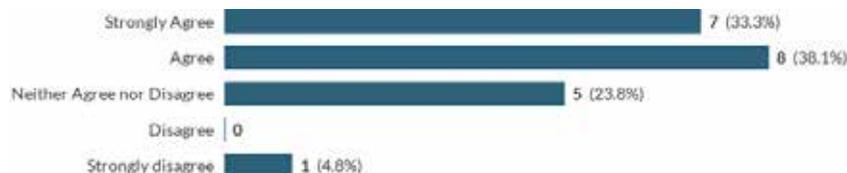


Figure 114.0: University Accreditation of Modules and courses

KEY FINDINGS

- (14/21) 70% respondents agree and strongly agree that university academics should guide the catering expert in the development of modules for the TUCO Academy course list (see figure 114.0).

INTERPRETATION AND FURTHER IDEAS

- Accreditation of courses may attract TUCO members and wider community to undertake courses in their professional development.

HUMAN RESOURCE DEPARTMENTS

QUESTION 35: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT YOUR HUMAN RESOURCE DEPARTMENT HAS LEARNING MODULES THAT FACILITATE RELEVANT HOSPITALITY STAFF SKILLS?



Figure 115.0: Specialist Modules developed by Hospitality Experts

KEY FINDINGS

- (44/45) 98% respondents disagree that their Human Resource Department have learning modules that facilitate relevant hospitality staff skills (see figure 115.0).

INTERPRETATION AND FURTHER IDEAS

- It was thought some Human Resource Departments have modules that inform hospitality cultures (values and behaviours) which would be useful – creating awareness of the importance of hospitality culture.

COURSE OR MODULE DELIVERY

QUESTION 36: DO YOU AGREE OR DISAGREE THE COURSE OR MODULE DELIVERY METHOD IS IMPORTANT TO THE SUCCESS OF THE TUCO ACADEMY COURSES?



Figure 116.0: Module Delivery

KEY FINDINGS

- (40/45) 89% of respondents Agree the Course or Module delivery method is important to the success of the TUCO Academy courses (see figure 116.0).

INTERPRETATION AND FURTHER IDEAS

- Course delivery requires consideration and may be influenced by module level, module outcomes and learning styles.
- Course delivery may be guided by a professional pathways matrix and required learning module outcomes.

QUESTION 36.A: DO YOU AGREE OR DISAGREE EVERY INSTITUTION SHOULD HAVE THEIR OWN PLATFORM (E.G. FLOW) TO ENABLE 'IN HOUSE' LEARNING AND DEVELOPMENT?

QUESTION 36.A.1: OWN DELIVERY PLATFORM

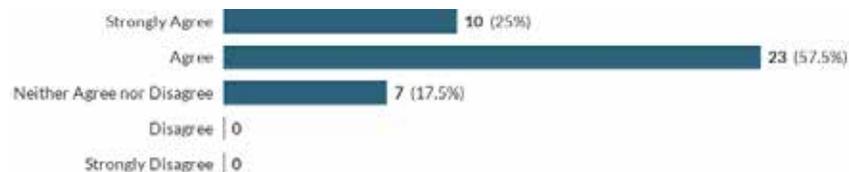


Figure 117.0: 'In-House Platforms for Learning and Development

KEY FINDINGS

- (33/40) 83% of respondents agree (modal class) and strongly agree every institution should have their own platform (e.g. FLOW) to enable 'in house' learning and development (see figure 117.0).

INTERPRETATION AND FURTHER IDEAS

- An effective 'in-house' platform needs to consider the learning module level, learning outcomes, and level of knowledge (i.e. declarative or functional).
- Hospitality departments should explore different platforms. A department with a learning and development platform could share with local colleges.
- TUCO Academy could maintain a platform for basic hospitality learning and development requirements - this may remove travelling constraints.

QUESTION 36.B: DO YOU AGREE OR DISAGREE THAT LIVE STREAMING OF SPECIALIST LEARNING MODULES IS AN EFFECTIVE DELIVERY APPROACH?

QUESTION 36.B.1: LIVE STREAMING

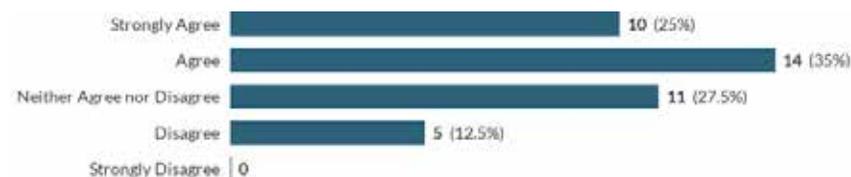


Figure 118.0: Live Streaming

KEY FINDINGS

- (24/40) 60% of respondents agree and strongly agree that live streaming of specialist learning modules is an effective delivery approach (see figure 118.0)

INTERPRETATION AND FURTHER IDEAS

- This could be an area for research to explore the effectiveness of live streaming (applicable to which learners 'the who'), and could be jointly undertaken with education/food science/management departments.
- This could be an opportunity to deliver modules and courses and removes travel constraints, delivery might be a Friday (least busy day) (membership training day) - when less complex meals are provided in order to 'free-up' staff for training.
- Opportunity to provide specialist learning modules.

QUESTION 36.C: DO YOU AGREE OR DISAGREE THAT E-LEARNING OF LEARNING MODULES IS AN EFFECTIVE DELIVERY APPROACH?

QUESTION 36.C.1: E-LEARNING DELIVERY



Figure 119.0: E-learning Module

KEY FINDINGS

- (23/40) 58% of respondents agree and strongly agree that e-learning of learning modules is an effective delivery approach (see figure 119.0).

QUESTION 36.D: DO YOU AGREE OR DISAGREE THAT CLASS ROOM LECTURES OF LEARNING MODULES IS AN EFFECTIVE DELIVERY APPROACH?

QUESTION 36.D.1: CLASS ROOM LECTURER

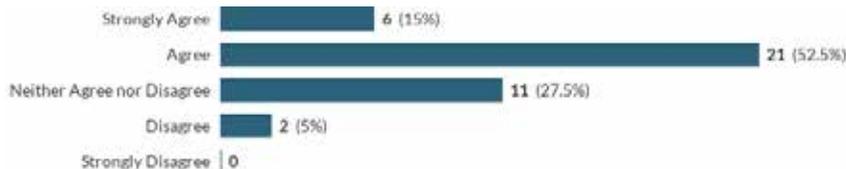


Figure 120.0: Class Room

KEY FINDINGS

- (27/40) 68% respondents agree and strongly agree that class room lectures of learning modules is an effective delivery approach (see figure 120.0).

INTERPRETATION AND FURTHER IDEAS

- Class room lectures could be applied to learning modules levels (4, 5, 6, and 7) which require more conversations with academic staff.
- Hospitality departments feel sending staff to class room courses/ modules would enhance staff competencies and benefit the department – address a specific departmental need.

QUESTION 36.E: DO YOU AGREE OR DISAGREE THAT THE USE OF ACTORS FOR LEARNING MODULES IS AN EFFECTIVE DELIVERY APPROACH.

QUESTION 36.E.1: ACTORS

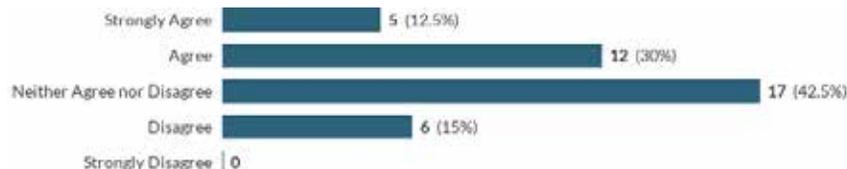


Figure 121.0: Actors for Learning

KEY FINDINGS

- (17/40) 43% respondents agree and strongly agree that the use of actors for learning modules is an effective delivery approach (see figure 121.0).

INTERPRETATION AND FURTHER IDEAS

- This is a novel approach but could be very powerful – would be applicable at level 7.
- Alternatively, be applied for actors travelling TUCO regions, at the TUCO conference – applied to up-selling.

QUESTION 36.F: CONSIDER EACH OF THE FOLLOWING STATEMENT, AND THEN TICK THE APPROPRIATE BOX WHICH REFLECTS YOUR LEVEL OF AGREEMENT ' BASIC LEARNING MODULES (LEVEL 4) CAN UTILISE 'ON-LINE' APPROACHES WHILST COMPLEX LEARNING MODULES (LEVEL 7) REQUIRES CLASS ROOM LECTURING AND SEMINARS'

QUESTION 36.F.1: RELEVANT DELIVERY APPROACH

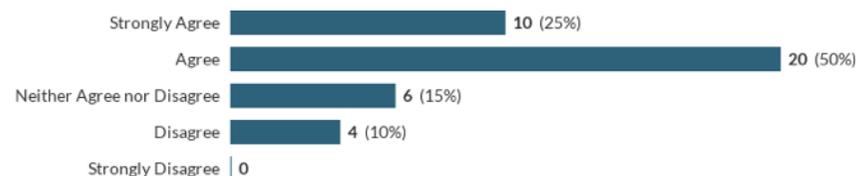


Figure 122.0: Module Delivery

KEY FINDINGS

- (30/40) 75% of respondents agree and strongly agree basic learning modules (level 4) can utilise 'on-line' approaches whilst complex learning modules (level 7) requires class room lecturing and seminars' (see figure 122.0).

INTERPRETATION AND FURTHER IDEAS

- This may underpin the strategy for learning module delivery.

TUCO ACADEMY AND LIBRARY - FEELINGS AND CRITICAL COMMENT

The aim is to understand your general feelings towards the TUCO Academy and Courses. Additionally, respondents have the opportunity to offer critical comments and potential 'quick wins' that might shape the Academy.

QUESTION 37: HOW HAPPY OR UNHAPPY ARE YOU WITH THE INCEPTION OF THE TUCO ACADEMY AND COURSES

QUESTION 37.1: TUCO ACADEMY AND LIBRARY

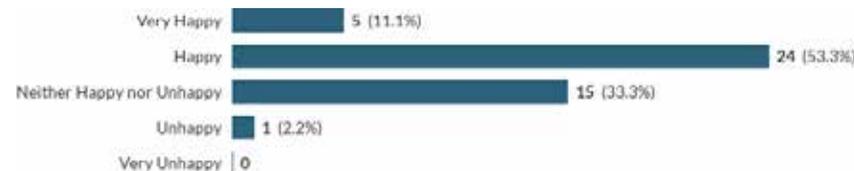


Figure 123.0: Emotions toward the TUCO Academy

KEY FINDINGS

- (29/45) 64% of respondents are happy (modal class) and very happy about the inception of the TUCO Academy and Courses (see figure 123.0).

INTERPRETATION AND FURTHER IDEAS

- This question offers a sense of emotional feeling towards the TUCO Academy - which is believe to be important for it could influence members' decision-making towards the Academy. This question can be linked with Be Bono (2002) red hat (emotions).

QUESTION 38: PLEASE HIGHLIGHT A POTENTIAL LIMITATION OF THE TUCO ACADEMY

Unique response number	Please highlight a potential limitation of the TUCO Academy (max 150 words).
1	not sure
2	Travel distance especially for lower level staff
3	NO used
4	There should be a central fixed, residential centre based say somewhere like the Midlands
5	Location of courses are an issue
6	There is no limit, it simply needs to be clear what it is offering, to who, how it will work, and most importantly how to create and apply with an institution
7	London or Edinburgh based courses do not suit the whole sector. Occasional courses in London would be acceptable if participants given time to view operations around the capital i.e. conference venues, restaurants, street food. More central or regional courses would be better.
8	Location and cost of training modules especially if an overnight stay is required
9	How the Academy is funded is important, will it be funded from the top slice rebate from suppliers. If so, could this work against us in the longer term as suppliers may begin to look at the amount of rebate paid and consider alternatives ie direct approach and undercut TUCO pricing on tenders with Local Authorities. Just an observation on the view that may be taken by suppliers.
10	I currently do not think there would be as long as the courses match what is perceived from the TUCO Academy, i.e. accredited courses building up to NVQ, degrees etc.
11	timings of course, clash with busy times within our University - difficult to forecast
12	Distance between all Universities
13	The geography of TUCO means some courses are held long distances away and increase the time away from work- making it more difficult to attend.
14	Location
15	The turnover of Hospitality staff and the academic ability will often have a negative effect on proposed courses or the completion of courses
16	We are a college located in Scotland and we find that the course fees and charges for attending competitions and conference put us off attending. We would like to be involved more and support TUCO but not at the detriment of the financials to the college. If TUCO were to look at how they could support colleges (as the Universities have more money) they may get a better turn out and attendance.
17	Location can be an issue as you can spend far more time travelling than you spend in the environment learning. The benefit vs time then becomes a consideration.

KEY FINDINGS

- 17 responses to this open-ended question – delivery location of courses seems to be a common response – a real constraint.
- These identified limitations can be linked with Be Bono (2002) Black hat (causation)

Table 10.0: Limitation Comments

QUESTION 39: CAN YOU SUGGEST A TUCO ACADEMY ‘QUICK WIN’ THAT WOULD BENEFIT MEMBERS (MAX 150 WORDS)?

Unique response number	Can you suggest a TUCO Academy ‘quick win’ that would benefit members (max 150 words)?
1	Need a lot more skills based chefs opportunities on areas such as fish, vegetarian (could work with vegetarian society etc.). What has been done to date on nutrition, allergen, sustainability and customer service is all good, but kitchen skills is a key one and could work with suppliers more. Focused barista training delivered more regionally would also benefit all
2	Packs and training that we can do for our staff without having to attend a course.
3	Pick one or two things to promote and achieve and use trial regions.
4	Find out what all in each area want and need now
5	See 38
6	what and how apprenticeships will work generally, perhaps an example of who’s got them in place and how they work the business model etc.
7	Live streaming of a training event would solve the problem of ‘time poor staff. Travel to an event can take up a lot of time. This could be done in the regions outside of a university if felt to accommodate the event better i.e. a conference centre with so that a level playing field is achieved.
8	Apprenticeships
9	Accredited courses across the board, chef, barista, bar. Use current nominated suppliers to assist
10	delivery training on site at quiet times
11	On-line learning, video link to events, especially lecture style presentations.
12	Accredited qualification over a short period, available easily e.g. on-line. Very basic courses like H&S and food safety level 1 on-line for a basic fee. this could then expand to customer service and then provide train the trainer for institutions to implement themselves
13	Meeting statutory requirements by giving on line courses that do work such as food hygiene allergen training Health & Safety modules COSHH etc. All at a level 2. Certificates can be printed off in house with TUCO branding. Once staff feel happy with this they can then be stretched to the next level if required knowing they already have achieved. This would also go towards meeting our due diligence as employers.
14	More courses and study tours in Scotland would also benefit the organisations here.
15	Food hygiene on line or an introduction to food hygiene which all new starters could look at and answer questions on, on the first day of their employment.

KEY FINDINGS

- 15 responses to this open-ended question – solution to travel emerge and interest in apprenticeships. These identified ‘quick wins’ can be linked with Be Bono (2002) green hat (creativity)

Table 11.0: ‘Quick Win’ Comments

7.0 Domain 5 – Respondents (Directors and Senior Management)

The TUCO Academy is creating a career map to frame its course development and this domain aims to find out about you and your career path to date.

HOSPITALITY EXPERIENCE

QUESTION 40: HOW MANY YEARS HAVE YOU BEEN INVOLVED IN HOSPITALITY?

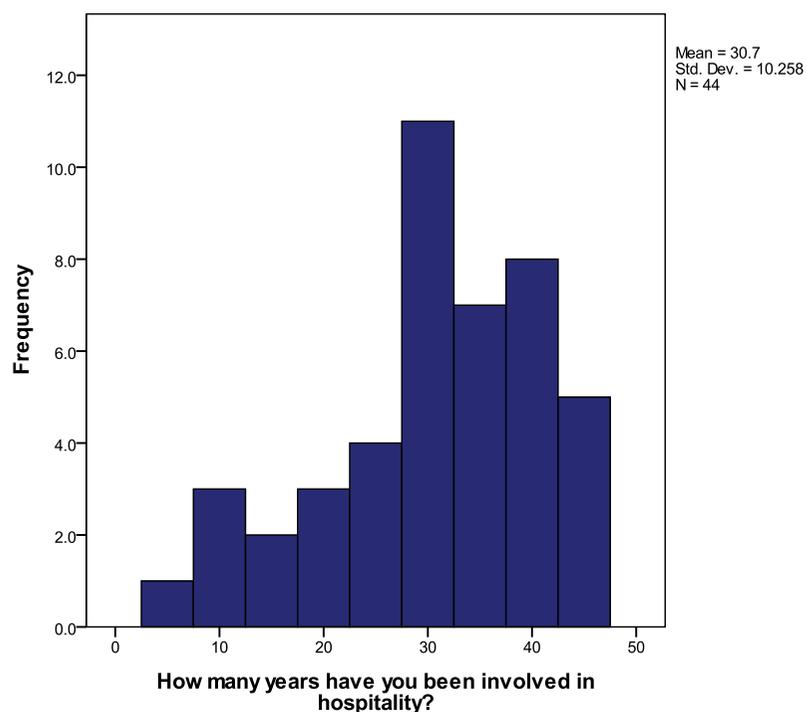


Figure 124.0: Hospitality Experience (Years)

KEY FINDINGS

- 44 respondents submitted the number of years they have been involved with hospitality. The median and mode value is 30 years, mean value is 30.75 years. Furthermore, the minimum hospitality experience is 5 years and maximum is 45 years which gives a range of 40 years (see figure 124.0).

INTERPRETATION AND FURTHER IDEAS

- The measure of central tendency 30 years suggests respondents have hospitality experience. Respondents seem to enjoy the hospitality profession.
- The finding suggests the importance of succession planning for hospitality departments.

QUESTION 41: HOW MANY YEARS HAVE YOU BEEN A DIRECTOR OR SENIOR MANAGER OF THIS DEPARTMENT?

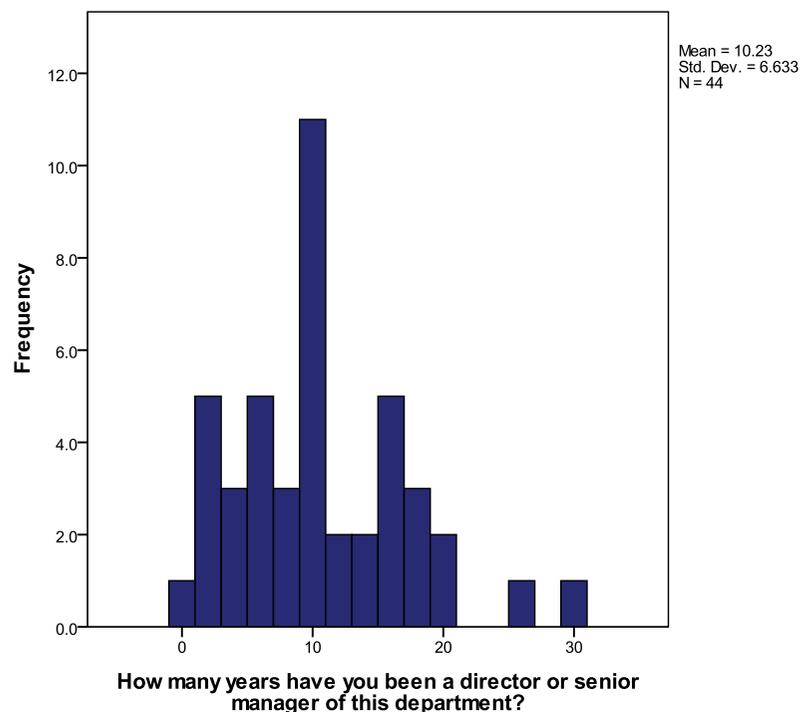


Figure 125.0: Director or Senior Manager (Years)

KEY FINDINGS

- 44 respondents submitted the number of years they have a director or senior manager. The median and mode value is 10 years, mean value is 10.23 years. Furthermore, the minimum director experience is 0 years and maximum is 30 years which gives a range of 30 years (see figure 125.0).

INTERPRETATION AND FURTHER IDEAS

- Respondents have many years of director service (10 years) augmented with hospitality experience (30 years).
- The respondents have a passion for university hospitality – creating learning environments for both internal (student and staff) and external (conference attendees) clients.
- Could be an idea to create a community of practice to share experiences, issues and solutions – creating a culture of learning and development.
- These hospitality directors have wealth of experience and knowledge and could be great mentors and coaches for future hospitality directors.

ROLES

QUESTION 42: WHAT WAS YOUR FIRST ROLE IN HOSPITALITY?

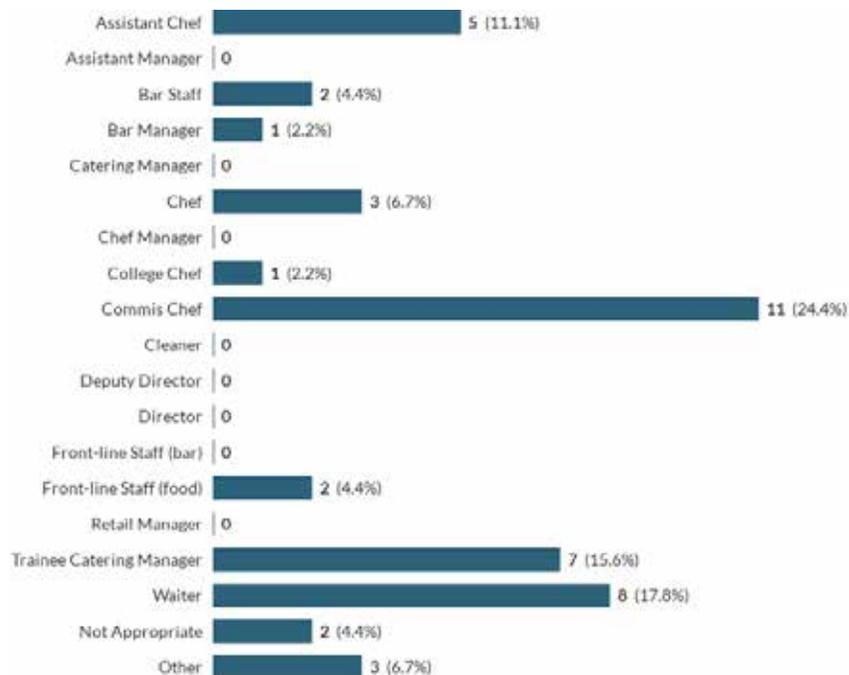


Figure 126.0: First Role in Hospitality

KEY FINDINGS

- (20/45) 44% first role was related to the chef profession (see figure 126.0).
- 'Others' respondents started in procurement, hall porter and hotel night auditor.

INTERPRETATION AND FURTHER IDEAS

- It is important that the TUCO learning and development matrix allows the opportunity to follow different professional pathways.
- Hospitality directors have an appreciation of starting roles in hospitality, and recognise the need for professional pathways for all hospitality staff. TUCO Academy enables professional opportunity through learning and development which enhances the hospitality department efficacy.

QUESTION 43: WHAT WAS YOUR FIRST UNIVERSITY ROLE?

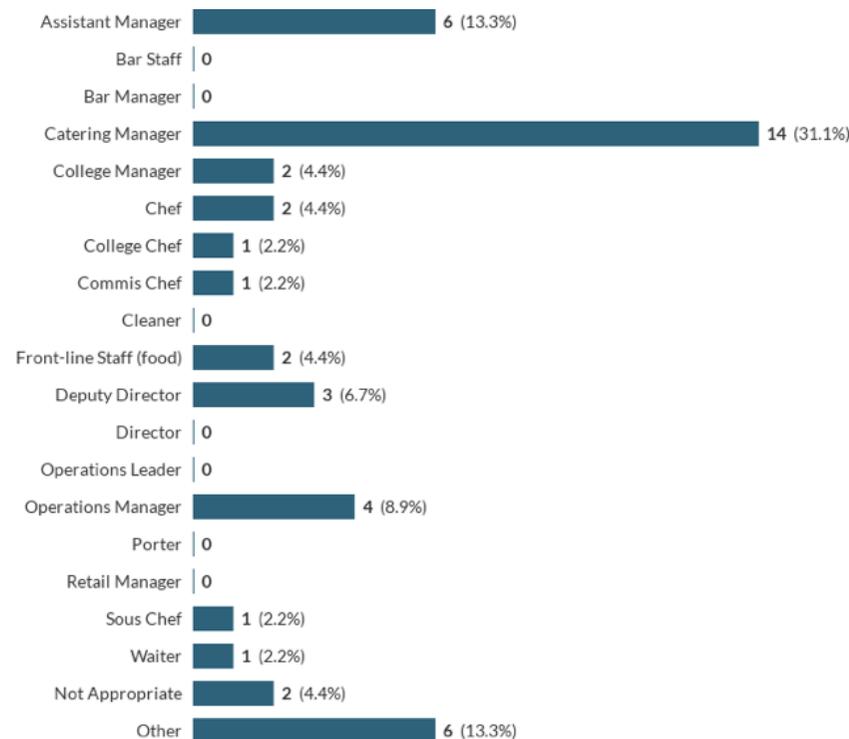


Figure 127.0: First Role in University Hospitality

KEY FINDINGS

- (7/45) first role in university hospitality was management related (see figure 127.0).
- (7/45) first role in university hospitality was chef related.
- In 'Other' the respondents first started as stores controller, project manager, executive chef, contract manager, and executive head chef.

INTERPRETATION AND FURTHER IDEAS

- It is interesting to understand starting roles of respondents within university catering – and how they evolved to hospitality directors.
- Their professional journey in university hospitality may have been easier with a professional pathway and competencies require for each role – this may accelerate progression and opportunities, which enhances hospitality department efficacy.

QUALIFICATIONS (ACADEMIC)

QUESTION 44: WHAT IS YOUR HIGHEST ACADEMIC MANAGEMENT QUALIFICATION?

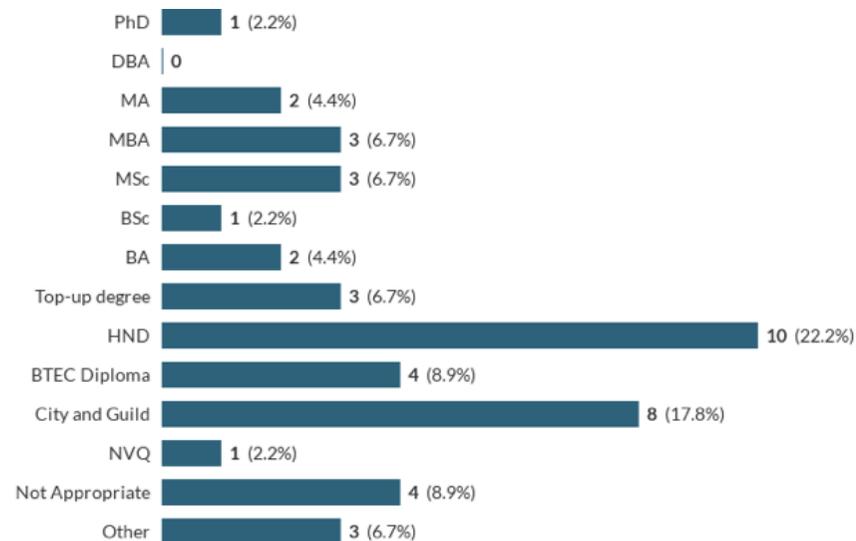


Figure 128.0: Academic Management Qualifications

KEY FINDING

- (10/45) (Modal class) 22% of respondents indicated HND is their highest management qualification (see figure 128).

QUESTION 44.B: WHAT IS YOUR HIGHEST ACADEMIC NON-MANAGEMENT QUALIFICATION?

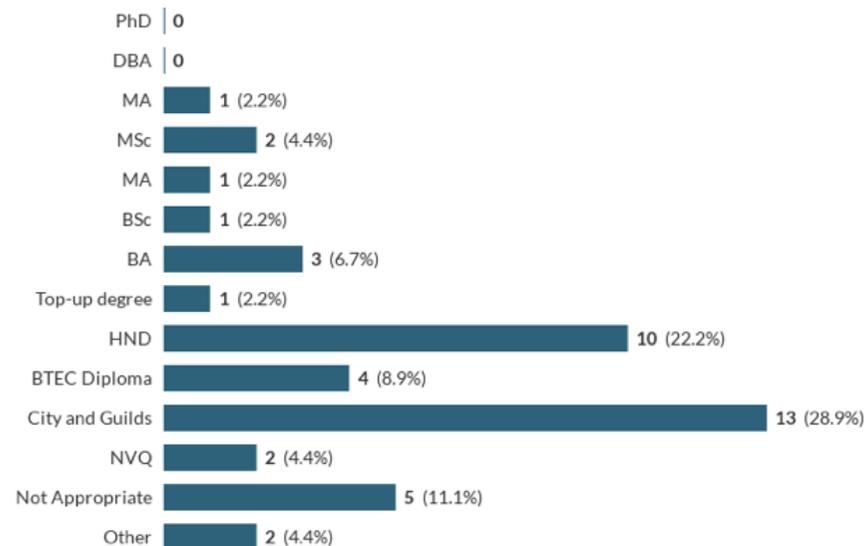


Figure 129.0: Academic Non-Management Qualifications

KEY FINDINGS

- (13/45) 29% (modal class) of respondents indicate City and Guilds is their highest non-management qualification (see figure 129.0).

INTERPRETATION AND FURTHER IDEAS

- Many hospitality directors have both management and non-management qualifications.
- As the business environment evolves there is a need for new knowledge and competencies to address new issues (e.g. allergens). University hospitality is emerging as a significant income revenue stream.

QUESTION 44.C: WHAT WAS THE AREA OF LEARNING?

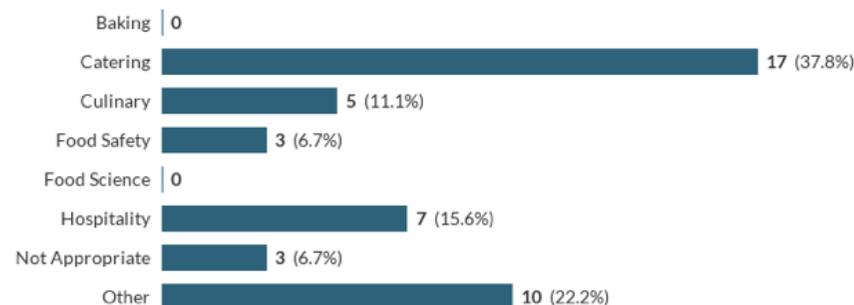


Figure 130.0: Areas of Learning

KEY FINDINGS

- (17/45)38% of respondents have a catering background, and (7/45) 16% have a hospitality background (see figure 130.0).
- In 'Other' the respondents learning areas are Education, Teaching, and Hotel & Catering Management, health Service, History & Classics, History & Classics, CIPS, Geography, Industrial Relations and Personnel Management.

INTERPRETATION AND FURTHER IDEAS

- There is a breadth of different professional backgrounds, and there is a need for hospitality professional pathways which would accelerate staff competencies.

QUALIFICATIONS (PROFESSIONAL)

QUESTION 45: DO YOU HAVE ANY PROFESSIONAL MANAGEMENT QUALIFICATIONS?

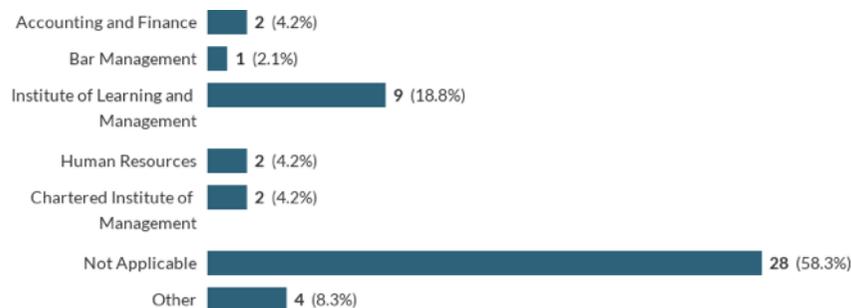


Figure 131.0: Professional Qualifications

KEY FINDINGS

- (28/45) (62%) of respondents suggests professional management qualifications are not applicable (see figure 131.0).

QUESTION 46: DO YOU HAVE ANY PROFESSIONAL HOSPITALITY QUALIFICATIONS?

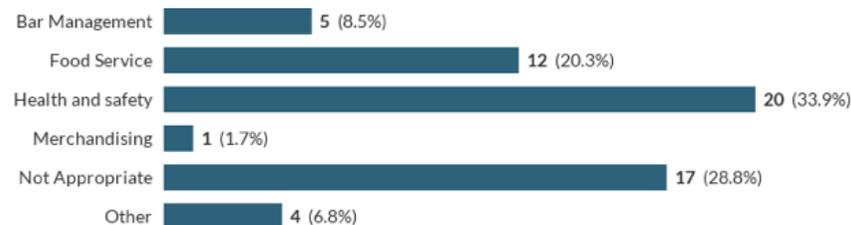


Figure 132.0: Professional Hospitality Qualifications

KEY FINDINGS

- (17/45) (37%) of respondents suggests professional hospitality qualifications are not applicable (see figure 132.0).
- 20/45 (44%) of respondents have health and safety qualifications which may be mandatory government requirement – there may be new emerging mandatory requirements.
- (12/45) (26%) of respondents have food service qualifications – which could be linked with the opportunity to improve selling of menus and up-selling.

INTERPRETATION AND FURTHER IDEAS

- Emerging courses could be nutrition and allergens.

QUALIFICATIONS (CERTIFICATES)

QUESTION 47: DO YOU HAVE ANY MANAGEMENT CERTIFICATES?

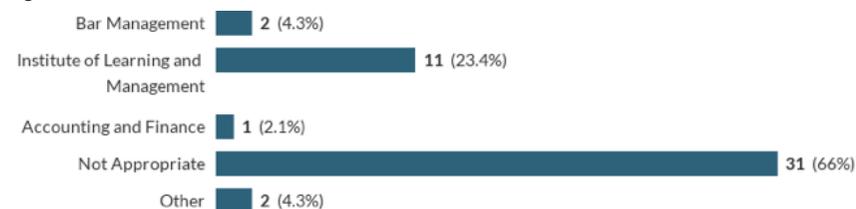


Figure 133.0: Management Certificates

KEY FINDINGS

- (31/45) (modal class) (68%) of respondents suggests management certificates are not applicable (see figure 133.0).
- (11/45) 24% of respondents have management qualifications related to the institute of learning and management.
- TUCO Academy needs to identify the right courses at the right level.

QUESTION 47.B: DO YOU HAVE ANY CATERING CERTIFICATES?

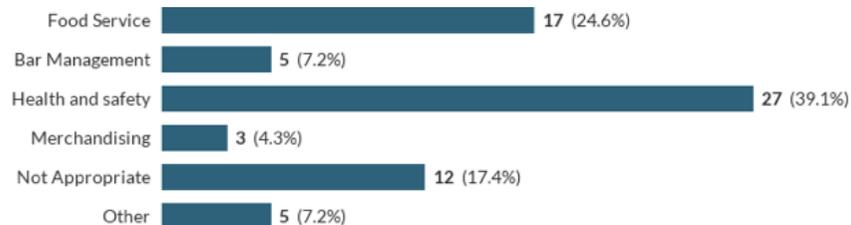


Figure 134.0: Catering Certificates

KEY FINDINGS

- 27/45 (44%) (modal class) of respondents have health and safety qualifications which may be mandatory government requirement – there may be new emerging mandatory requirements (see figure 134.0).
- (12/45) (26%) of respondents suggests catering qualifications are not applicable.
- (17/45) (26%) of respondents have food service qualifications – which could be linked with the opportunity to improve selling of menus and up-selling.

OPERATIONS MANAGEMENT

QUESTION 48: DO YOU AGREE OR DISAGREE THAT SKILLS IN OPERATIONS MANAGEMENT ARE IMPORTANT FOR CONTROLLING THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT?



Figure 135.0: Importance of Operations Management

KEY FINDINGS

- (41/45) 90% of respondents agree competencies (or skills) in operations management are important for controlling the success of their hospitality department (see figure 51.0 (see figure 135.0).

INTERPRETATION AND FURTHER IDEAS

- What operations management learning modules would be important to hospitality?

QUESTION 48.A: PLEASE TICK THE HOSPITALITY OPERATIONS COMPETENCIES THAT YOU BELIEVE TO BE RELEVANT

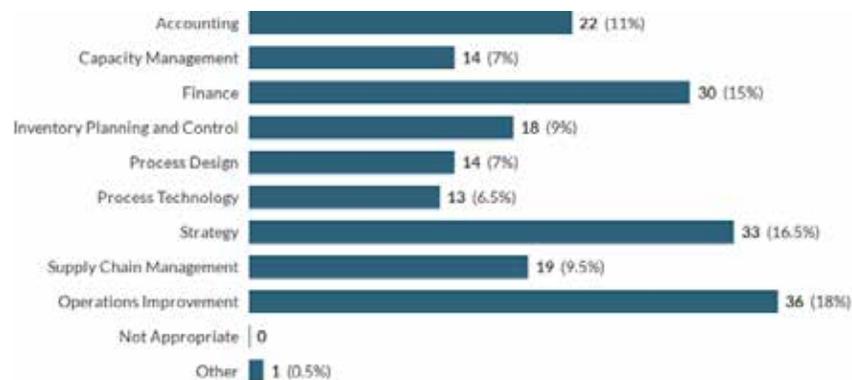


Figure 136.0: Operations Management Learning Modules

KEY FINDINGS

- (22/45) (48%) of respondents suggest accounting is an important competency area (see figure 136.0).
- (30/45) (67%) of respondents suggest finance is an important competency area.
- (33/45) (73%) of respondents suggest strategy is an important competency area.
- (36/45) (80%) of respondents suggest strategy is an important competency area.

INTERPRETATION AND FURTHER IDEAS

- The findings suggest aspects of operations management and process improvements are of interest to the hospitality directors. The TUCO Academy needs to explore operations management learning modules for hospitality departments

CHANGE MANAGEMENT - EXPENDITURE SAVINGS AND INNOVATION

QUESTION 49: DO YOU AGREE OR DISAGREE THAT SKILLS IN CHANGE MANAGEMENT ARE IMPORTANT TO THE SUCCESS OF YOUR HOSPITALITY DEPARTMENT?

Agree  39 (100%)

Figure 137.0: Change Management skills

KEY FINDINGS

- (39/45) (87%) of respondents agree that skills in change management are important to the success of your hospitality department (see figure 137.0).

INTERPRETATION AND FURTHER IDEAS

- Change management can be initiated through knowledge based innovation offerings (links with learning and development) which need rigorously evaluated by value creations studies.
- The execution of the development of a successful innovation can be through project management. Moreover, an innovation offering can be a new product, process or service.
- Change management through innovation offering could lead to expenditure savings (links with denominator management) or income generation (links with nominator management).
- Identifying the right innovation and executing efficient innovation will impact upon the organizational efficacy, which is underpinned by current and/or new core competencies, which is linked to realizing strategy through achieving its outcomes (critical success factors), perhaps demonstrating marginal gains.
- The introduction of innovative offerings may lead for the need for new staff competencies through learning modules provided by TUCO Academy.
- The connectivity between TUCO and individual hospitality department can be linked with the Management of Projects concept - which aligns with the successful hospitality department notion.

QUESTION 49.A: HAVE YOU UNDERTAKEN AN INNOVATION THAT HAS SAVED HOSPITALITY EXPENDITURE?

Yes  21 (100%)

Figure 138.0: Hospitality Expenditure Savings

KEY FINDINGS

- (21/39) 53% of respondents have undertaken an innovation that has saved hospitality expenditure (see figure 138.0).

INTERPRETATION AND FURTHER IDEAS

- Knowledge and experience of hospitality directors may underpin this management of change (expenditure savings) competency (denominator management).
- Can we identify concepts and methods to enhance change management competencies in expenditure savings (or denominator management)?

QUESTION 49.A.II: HOW MUCH DID YOU SAVE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5000	2	4.4	11.1	11.1
	20000	1	2.2	5.6	16.7
	30000	1	2.2	5.6	22.2
	45000	1	2.2	5.6	27.8
	50000	4	8.9	22.2	50.0
	60000	1	2.2	5.6	55.6
	80000	1	2.2	5.6	61.1
	100000	3	6.7	16.7	77.8
	250000	2	4.4	11.1	88.9
	500000	2	4.4	11.1	100.0
	Total	18	40.0	100.0	
Missing	-1	3	6.7		
	System	24	53.3		
	Total	27	60.0		
Total	45	100.0			

Table 12.0: Expenditure Savings

KEY FINDINGS

- 18 respondents submitted expenditure saving values. The median expenditure savings is £55000, and minimum value was £5000 and maximum £50000, which produces a range of £495000 (see table 12.0).

INTERPRETATION AND FURTHER IDEAS

- Denominator management, and appropriate methods and techniques are important to rigorously support hospitality management expenditure savings thinking.
- The hospitality departments can be viewed as complex and uncertain situations and problems are interconnected – what concepts, methods and techniques would be useful to support lean operations (links with denominator management).
- The expenditure savings are guided by hospitality director knowledge and experiences – how can we tease out the tacit knowledge – externalise expenditure thinking.
- Are lessons learnt important – constructivism of our mental models?

CHANGE MANAGEMENT - INCOME GENERATION AND INNOVATION

QUESTION 50: HAVE YOU UNDERTAKEN AN INNOVATION THAT HAS GENERATED INCOME

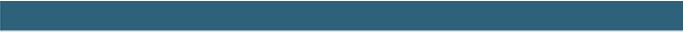
Yes  23 (100%)

Figure 139.0: Hospitality Income Generation

KEY FINDINGS

- (23/45) 51% respondents have undertaken an innovation that has generated hospitality income (see figure 139.0).

INTERPRETATION AND FURTHER IDEAS

- The knowledge and experience of hospitality directors underpins this management income generation competency. Can we identify concepts and methods to enhance hospitality management income generating competencies (or nominator management)?
- Innovating that generates income is very important competency – which requires novel methods, techniques and concepts.
- Hospitality income generation which is reflected in income surplus could become very important universities - especially in turbulent business environment.

QUESTION 50.B: HOW MUCH INCOME DID YOU GENERATE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5000	2	4.4	11.1	11.1
	10000	1	2.2	5.6	16.7
	20000	1	2.2	5.6	22.2
	25000	1	2.2	5.6	27.8
	40000	1	2.2	5.6	33.3
	50000	2	4.4	11.1	44.4
	64000	1	2.2	5.6	50.0
	100000	1	2.2	5.6	55.6
	115000	1	2.2	5.6	61.1
	160000	1	2.2	5.6	66.7
	200000	2	4.4	11.1	77.8
	250000	1	2.2	5.6	83.3
	600000	1	2.2	5.6	88.9
	650000	1	2.2	5.6	94.4
	750000	1	2.2	5.6	100.0
	Total	18	40.0	100.0	
Missing	-1	5	11.1		
	System	22	48.9		
	Total	27	60.0		
Total	45	100.0			

Table 13.0: Income Generation

KEY FINDINGS

- 18 respondents submitted income generating values. The median income generation is £82000, and minimum value was £5000 and maximum £750000, which produces a range of £745000 (see table 13.0).

INTERPRETATION AND FURTHER IDEAS

- Identifying methods and concepts to support income generation through innovation offerings – externalising the rational impact of innovation. Also, co-producing and creating value are important – especially in commercial university hospitality could be timely. Associated with income generation is complexity and uncertainty – need to consider appropriate learning modules.

QUESTION 51: WOULD YOU BE INTERESTED IN DEVELOPING SKILLS THAT RIGOROUSLY INFORM INNOVATIONS

Yes  27 (100%)

Figure 140.0: Developing Innovation Skills

KEY FINDINGS

- (27/45) (60%) of respondents would you be interested in developing skills that rigorously inform innovations (see Figure 140.0)

QUESTION 51.A: PLEASE TICK INNOVATION SKILLS THAT YOU BELIEVE TO BE RELEVANT

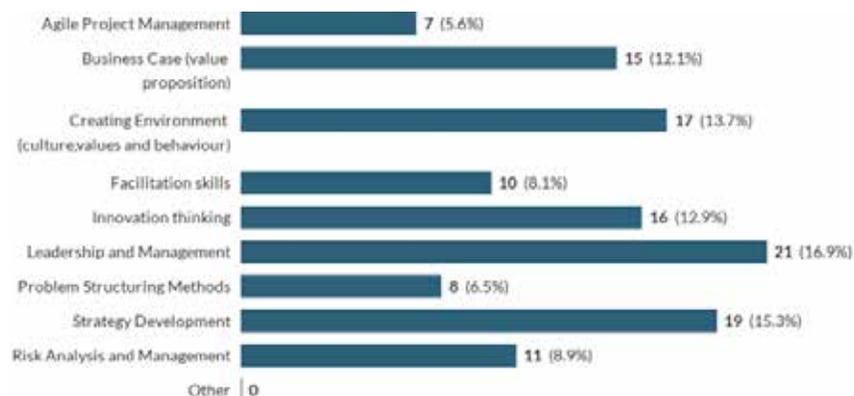


Figure 141.0: Innovation Learning Modules

KEY FINDINGS

- (15/45) 33% of respondents suggest business case is an important competency area for income generation (see figure 141.0).
- (17/45) 38% of respondents suggest creating environments is an important competency area for income generation.
- (21/45) 46% of respondents suggest leadership and management is an important competency area for income generation.
- (19/45) 38% of respondents suggest strategy development is an important competency area for income generation.

INTERPRETATION AND FURTHER IDEAS

- The identified learning modules can be associated with numerator management which enhance core competencies that realize income generation streams.
- The modules could support and enhance innovation offering for income generation streams.

COMMITTEES, COUNCILS AND OTHER EXTERNAL BODIES

QUESTION 52: IN YOUR OPINION, DO YOU AGREE OR DISAGREE THAT IT IS IMPORTANT TO BE A MEMBER OF EXTERNAL COMMITTEES, COUNCILS OR GROUPS THAT ARE RELATED TO HOSPITALITY OR ENTERPRISE?

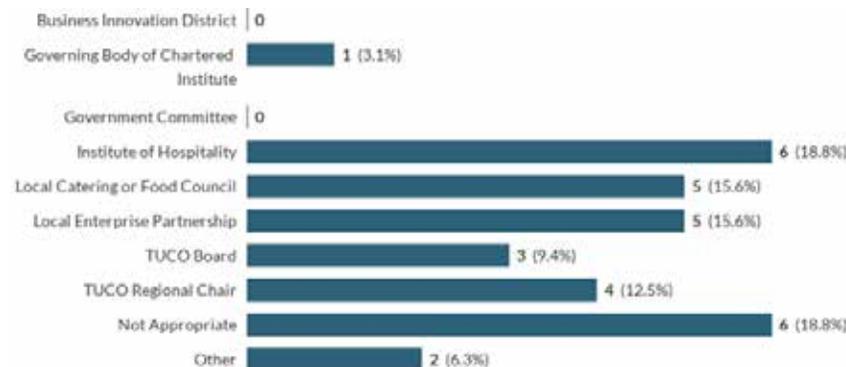


Figure 142.0: External Committees, Councils or Groups

KEY FINDINGS

- (21/45) (47%) respondents agree that it is important to be a member of external committees, councils or groups that are related to hospitality or enterprise (see figure 139.0).

INTERPRETATION AND FURTHER IDEAS

- This is an opportunity to network in order to understand hospitality issues in local community, could be an approach to lead areas that are relevant to university hospitality departments, and gain a sense if there are opportunities to develop and sell learning modules and/or short courses.

QUESTION 52.A: WHAT EXTERNAL COMMITTEES, COUNCILS OR GROUPS RELATED TO HOSPITALITY OR ENTERPRISE ARE YOU A MEMBER OF?

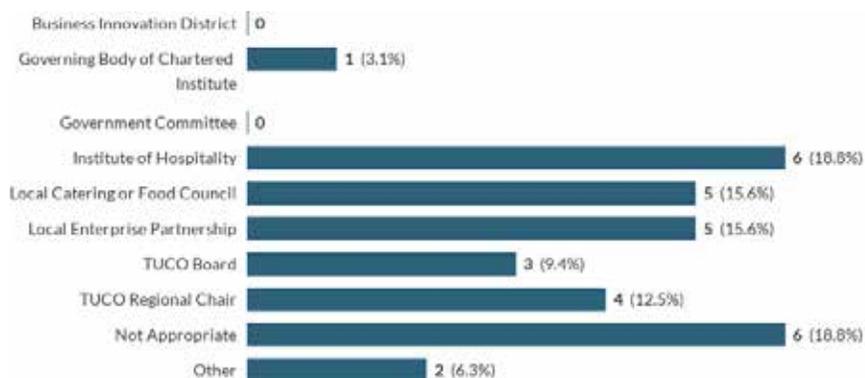


Figure 143.0: Member of External Committees, Councils or Groups

KEY FINDINGS

- (5/45) 11% of respondents are members of local catering or food councils and local enterprise partnerships (see figure 143.0).
- This might be an opportunity to influence the local community.

5.0 Research Assessment

The design of the questionnaire was influenced by the adaptive whole concept and De Bono thinking hats. Furthermore, the case studies (Bell 2015a, b, c, d, e) informed the development of the questionnaire. It was important to collect data of important attributes associated (see figure 2.0 and 145.0) (domain 5 of questionnaire) with hospitality directors and senior managers, which can be viewed as the pinnacle of a management pathway.

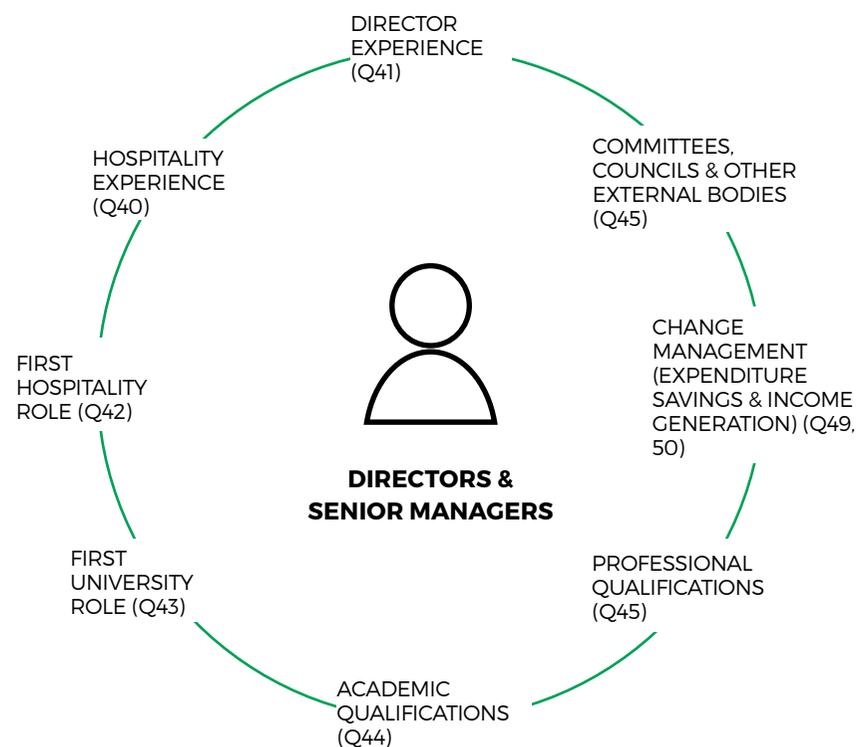


Figure 145.0: Catering Director Attributes

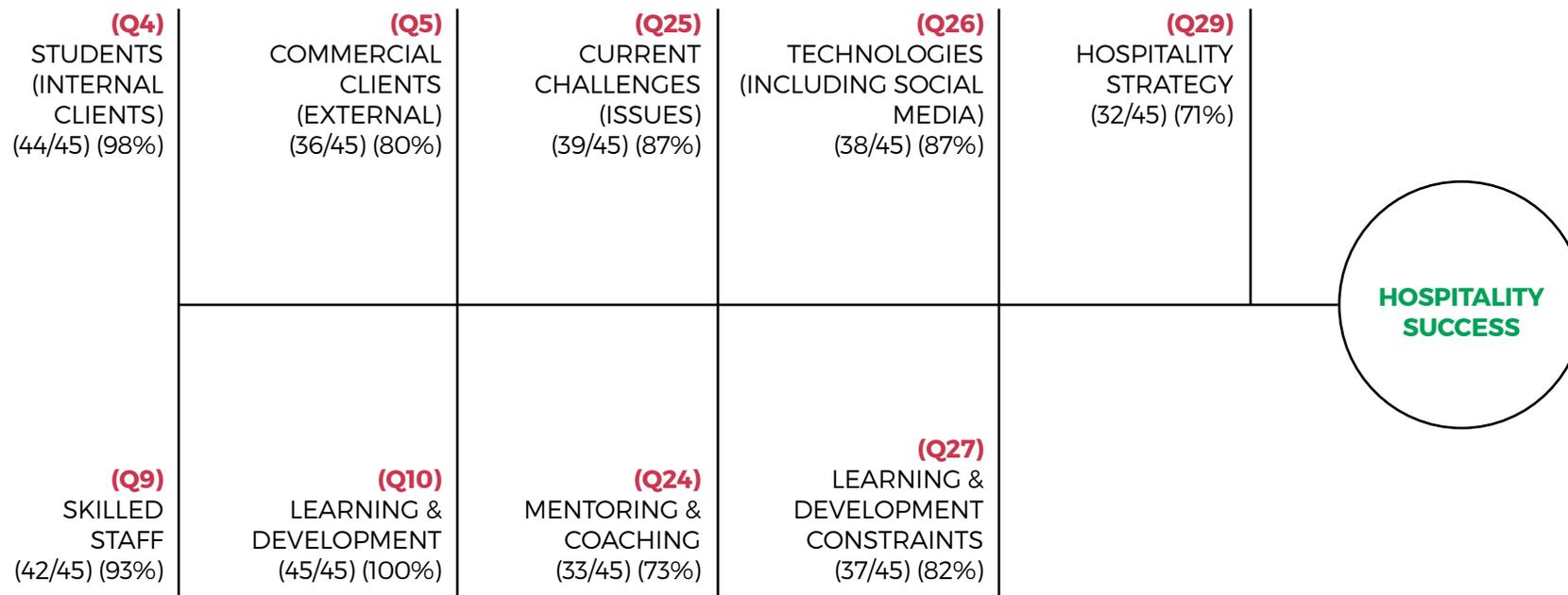


Figure 147.0: Some Critical Success Factors for Hospitality Success

The survey reveals various issues currently facing hospitality departments (see table 13.0). Moreover, table 13.0 assists in addressing the primary research question - What are the current issues of hospitality departments?

Analysis of every question facilitated an interpretation and further ideas (Be Bono's green hat creative thinking provides the rationale for this endeavour). Moreover, the aim was also to identify areas that TUCO Academy could make a difference to all hospitality departments.

These interpretations are offered for further conversation in scoping (or shaping) and developing the initial purpose (or Academy definition). Furthermore, Tables 14.0, 15.0, 16.0 help in exploring the primary research question - What areas can the TUCO Academy make a difference to hospitality departments?

	Hospitality Issues
Q3	Inner city and urban universities must be competitive and have distinctive menus in order to compete with local catering businesses.
Q3c	Delivery of courses and modules is an issue.
Q4c	There is a requirement to understand overseas students' needs, e.g. cooking utensils.
Q4c1	As student tastes change, e.g. increase footfall in Barista cafes, hospitality departments need to adapt and may affect business strategy, and new learning and development needs of all staff. There is a need to continuously engage in conversations with students – through social media and front-line staff (role of hospitality intelligence gathering for business strategy).
Q4di	There is a need for this dietary information for all hospitality staff and students.
Q5a	More external clients are using university hospitality, which is a commercial opportunity to increase revenue streams. Increase in external clients is an emerging opportunity and this could influence the need for more staff learning and development. Some of the client attributes (e.g. dietary requirements) informs appropriate staff competencies (e.g. front-of-service) for this market. It is important that external client have a good experience which may lead to repeat business.
Q5b	Dietary requirements are changing with regards to commercial clients.
Q5c	Functional knowledge of nutrition and allergens is becoming very important.
Q6	Mass catering is a great responsibility and highly competent staff (at all levels) is required.

Q7	There is a range of facilities which require staff competencies in order to affect student experience
Q8	Potentially, commercial hospitality is a very important income stream pillar for all members and university.
Q8aai	Developing staff competencies for commercial hospitality is an emerging area and a real income generation opportunity which requires training.
Q9	Highly competent staff would affect the hospitality department efficacy and realise business outcomes.
Q10	What happens if the hospitality champion leaves or retires?
Q10b	Issues about recruiting staff with the right competencies facilitate the idea of developing your current employees
Q11	Professional Development Plans (PDPs), learning and development and hospitality strategy should be inter-connected
Q13	Respondents agree about learning and development but constraints (e.g. costs, lack of learning and development budget, resources and delivery location) can prevent participation, which impact upon the success of the Academy.
Q14	Highly competent and knowledgeable chefs that perform various tasks (e.g. menu costing, mass catering and/or fine dining) are very important to the hospitality department.
Q23	· A learning and development budget can be the key to improving staff competencies which enhances.
Q23a	Not having a learning and development budget can affect staff professional competencies, hospitality department efficacy and business strategy outcomes.

Q25b	PDPs are a great opportunity for respondents to engage with all their staff – identifying challenges/constraints impeding the efficacy of the hospitality department, and attainment of strategic hospitality outcomes
Q26	Technology competencies are important to the success of hospitality department – especially for controlling hospitality operations and marketing new innovations (such as menus).
Q28	It is important to identify the critical success factors which can be linked to objectives or outcomes of the department.
Q28a	financial sustainability a critical success factor
Q28ai	Student experience is a critical factor which can be viewed as an outcome (or objective) of the hospitality department.
Q28aia	The annual income surplus is of interest and suggests hospitality annual income could be an important revenue stream for university central funds.
Q28b	Student experience is a critical factor which can be viewed as an outcome (or objective) of the hospitality department.
Q28c	Procurement is an important area which affects self-sufficiency of the hospitality department.
Q28d1	Learning and development budget is critical to realizing the right staff competencies.
Q29	A strategy document can be an opportunity to annually update or tweak hospitality strategy – emphasize an area that require addressing or an emerging area of opportunity and future income stream.
Q36a1	An effective ‘in-house’ platform needs to consider the learning module level, learning outcomes, and level of knowledge (i.e. declarative or functional).

Q40	Respondents have many years of director service (10 years) augmented with hospitality experience (30 years).
Q49	Knowledge and experience of hospitality directors may underpin this management of change (expenditure savings) competency (denominator management).
Q50	The knowledge and experience of hospitality directors underpins this management income generation competency.

Table 13.0: Current Issues Facing Hospitality Departments

	Areas for Making a Difference
Q3	Menu research and development (could emphasise health, nutrition, and/or sport), and a credible champion chef (perhaps Raymond Blanc or someone that caters for professional athletes) to oversee this work.
Q3b	The TUCO Academy can develop a hospitality professional matrix (highlighting different pathways) which offers progression and opportunities gained through attaining identified competencies.
Q4c	The TUCO Academy can organise field trips to relevant countries in order to gain insights of student requirement (e.g. China, India, and Malaysia). Could be an opportunity to prepare appropriate healthy menus for overseas students.
Q4c1	TUCO Academy needs to be continuously engaged in conversations with its members in order to support new learning and development needs which realises hospitality strategy.
Q4di	University hospitality could work with student union and lead the way in disseminating dietary information, which promote the hospitality department and TUCO and also contributes to the student experience. Could be an opportunity for short courses for hospitality staff and wider community that is acknowledge by Government, and gain a recognised national certificate.
Q5b	TUCO Academy could lead on dietary issues and menus which are co-produced with leading nutritional department. This could develop into short courses on dietary awareness which is both a commercial and/or social responsibility opportunity which promotes TUCO Academy and Hospitality department - perhaps work with national and local government.
Q5b1	Commercial clients dietary requirements are changing - hotels may require dietary information. TUCO Academy could initiate dietary health certificate.

Q5c	Knowledge of nutrition and allergens may impact on client selection of meals which may impact on procurement of food and beverages. This information might need to be communicated back to TUCO.
Q6	The scale of the operations suggests the need for the right modules associated with operations management would improve the hospitality department efficacy and efficiency. The TUCO Academy should identify (becoming effective) appropriate operations modules for controlling and improving hospitality processes and operations.
Q7	The TUCO Academy needs to consider the development of learning modules (upselling/branding/ merchandising/ marketing) and courses for staff associated with these different facilities. Furthermore, nutrition and allergens information may be useful for residential catering. Bar training, e.g. upselling, or developing cocktails, healthy cocktails. TUCO Academy could organise co-create these cocktails with different members. An opportunity to innovate and generate new income streams - perhaps network with hospitality directors (coach/mentoring idea) that have experience in a particular facility - creating a community of practice of sharing lessons learnt in initiating new facilities
Q8ai	Can TUCO Academy support commercial hospitality - perhaps through modules and courses on innovation and entrepreneurship? Can TUCO identify emerging hospitality income streams?
Q8aii	This could be an opportunity to innovate and generate new income streams - perhaps network with hospitality directors (coach/mentoring idea) that have experience in a particular commercial activity - creating a community of practice of sharing lessons learnt in initiating new commercial activities - competencies in developing a business case (or value creation study).
Q9	Highly competent staff would affect the hospitality department efficacy and realise business outcomes.

Q10	What happens if the champion leaves or retires? Plan or be planned for!
Q10b	Issues about recruiting staff with the right competencies facilitate the idea of developing your current employees
Q10c	Learning and development of staff should be linked to both succession planning and strategy of the hospitality department.
Q12	TUCO could develop a PDP template and identify some key information that would help the TUCO Academy in terms of identifying areas that require competencies. Co-produce the PDP template in order to create value together. The gained competencies are demonstrated through problem based assignment and encourages 'learning-by-doing' which benefits the hospitality department and enhances departmental efficacy.
Q13	Respondents support the idea that the Academy should offer management learning through courses, modules, professional management courses and management certificates.
Q15	TUCO Academy should develop a chef PDP template which highlights professional competency areas - which informs module and course development.
Q16	Organised job exchanges for chefs at different stages of career. Exchanges may lead to chef community of practice. Identify the right modules for chefs - quick wins. Co-produce module provision with other chef providers in order to be a one-shop-learning and development provider. TUCO organises other training providers for its membership which is informed by PDPs and cohort numbers. Facilitate menu innovations (e.g. innovative inner city menus that compete with local caterers (e.g. Kentucky chicken)).
Q17	TUCO Academy could identify and organise master classes and menu research.

Q20	TUCO Academy need to develop a generic PDP and identify learning and development information which will guide appropriate module ('the what'), offer modules ('the when'), and which institutions ('the where'), or delivery ('the how').
Q20a	There is a need to consider constraints to help all hospitality staff achieve their professional goals - TUCO Academy actively facilitates a learning and development culture. Need to consider learning styles for different hospitality categories, also moving from declarative knowledge to functional knowledge. Demonstration of new professional competencies that benefits the hospitality department efficacy. PDP can identify area for learning and development. TUCO can offer modules and courses - the modules ('the what') and delivery ('the how') should support the self-efficacy of hospitality staff. Moreover, this has connectivity with learning styles, functional knowledge, problem-based assignments - the benefits of professional competencies impacts on the efficacy of the hospitality department
Q23ai	Need to explore the real benefits of a learning and development budget.
Q24	TUCO Academy needs to develop modules for mentoring/coaching - also some chef mentors for guiding chefs from other universities. A management consultant mentors for senior managers - or a lead management figure giving master classes.
Q24a	Great opportunity to share the strengths and limitations of mentoring/coaching schemes.

Q24b	TUCO Academy needs to develop modules for training the mentors/coaches. Moreover, Academy successes need to be annually demonstrated through presentations at the TUCO conference. Hence, the emergence of the Academy stream at the TUCO conference, with the aim of facilitating learning and development participation. Mentors and coaches for specific areas (e.g. chef) – more experienced mentors could assist other hospitality departments. Moreover, mentors/coaches could be the leaders/foundations for their respective community of practice. Caveat - delivery, module 'take-up' could be an issue because of budget and staff time constraints, which needs to be considered. Creating a need through highlighting success, e.g. the Academy stream.
Q25	Challenges (or constraints) may impact course and module attendance, and the TUCO Academy. The TUCO Academy may need to adapt to emergent and unforeseen challenges and needs to have a continuous conversation with members – challenges could be translated into opportunities.
Q25b	This could be an opportunity for the TUCO Academy to engage with all members – identify challenges/constraints of members which could be opportunities for the development of the Academy in order to support the membership. These conversations could be organised at the TUCO conference.
Q26a	TUCO Academy may wish to liaise with Catering Technology providers to offer more training – perhaps at TUCO conference (identify technology training issues) and then at regional venues.
Q27	TUCO Academy needs to understand constraining factors which may impede the performance of both the TUCO Academy and hospitality departments. TUCO may develop solutions to solve member constraints, e.g. scholarship for specific learning modules, and learner must present at the Academy stream (TUCO conference).

Q27a	TUCO Academy undertakes region learning and development provided sufficient module or course take-up. Identify specific scholarships for areas of hospitality weakness. TUCO Academy needs to be flexible in delivery – but members need to participate.
Q27b	Could develop webinars and/or materials for 'in-house' learning. This will depend on the hospitality cohort (the 'who') and the learning outcomes (the 'what').
Q27d	This could be an important opportunity to develop a business case (or value creation studies) template for professional development, which could be linked with the PDP. Could highlight cost but also benefits to the hospitality department. A value creation study (business case) could also be applied to explore the impact of an innovation upon the hospitality department – thinking both analytical and holistically – to be used as a conversation tool. The business case tool with PDP helps identify the right needs and modules which benefit the learner (competencies) and the hospitality department (efficacy) which realises the right hospitality outcomes.
27e	TUCO can develop a business case template for members, which is used for sense-making and conversation between, e.g. line-manager and front-line leader. Aspects of the business case could be linked with PDP, and some information sent to TUCO Academy to support learning and development of staff. Business case should be designed with a view to achieving staff professional goals which are linked to TUCO pathways, and Hospitality department efficacy which impacts upon business performance outcomes (goals, critical success factors) – in terms of some form of marginal gain (S1-S0).
Q28b	What learning modules related to student experience are required by hospitality departments which is supported by the TUCO Academy.

Q28b1	Identifying the right modules (becoming effective) to address the right needs of the hospitality department – co-producing and co-creating value (cost (learning and development budget) – benefits ((means (organizational efficacy) and ends (outcomes/symptoms/marginal gains)). Could this initiate an MSc in Hospitality Innovation and entrepreneurship?
Q28d1	TUCO module descriptors, PDPs and Business Case may ensure value for money, and part of a quick win
Q29aiii	The TUCO Academy can support the learning and development section in a strategy document. TUCO can develop a strategy template for hospitality departments. Every year the PDP is reviewed – lessons learnt are required and verified which highlight issues that the TUCO need to have awareness.
Q29	The Academy adapts to meet members learning and development needs – it is in continuous conversation (links with top three hospitality issues) about developing hospitality staff which enhances organisational efficacy and creates value through achieving strategy outcomes. The Academy can co-create learning modules and courses with other catering related institutions (e.g. institute of hospitality). To raise hospitality knowledge, practices and standards for all aspects of university catering. Could attract various catering business (e.g. technology) to discuss opportunities – organising learning and development events – reduce training costs. Their interest in one-shop learning shop but worries about constraints which may impede the development of the TUCO department.
Q30b	Developing PDP template, business case and strategy templates – collect data to highlight cost and benefits of modules. Working with hospitality department directors and every learner. Develop a distinctive module descriptor template.

Q31	The TUCO Academy should be viewed as a leader of all aspects of hospitality. The Academy facilitates research with various university departments (food, management) – co-produces research which creates value to all members, which is reflected in its learning modules, and is part of the TUCO excellence brand.
Q31b	There is a TUCO research proposal template for directors, manager or chef that may have an idea. TUCO offers small grants, which maybe exploratory and working with an appropriate academic department, and could be an initiative from a member of hospitality staff (e.g. reducing sugar in cake through root vegetable (chickaree)), and this could lead to a research community of practice about reducing sugar in food.
Q31c	TUCO innovation grants are allocated to members, that have identified a potential innovation that benefits hospitality and TUCO membership – a value creation study is undertaken and the TUCO directors assess them. Moreover, the proposed innovation could be collaboration between hospitality departments.
Q34	It is important that hospitality experts from the membership develop modules for the TUCO Academy. The contribution of experts to the Academy's learning modules - underpins the co-producing and creating value concept.
Q34ai	The TUCO Academy and individual hospitality departments co-produce learning modules, which may create value for all TUCO members. The hospitality expert could present and promote the module at the Academy stream at the TUCO conference.
Q34c1	Accreditation of courses may attract TUCO members and wider community to undertake courses in their professional development.

Q36	Course delivery requires consideration and may be influenced by module level, module outcomes and learning styles.
Q361	TUCO Academy could maintain a platform for basic hospitality learning and development requirements – this may remove travelling constraints.
Q36b	TUCO Academy organises live streaming of specialist modules and courses, which removes travel constraints, delivery might be a Friday (least busy day) (membership training day).
Q39	Members suggested 'quick wins' are highlighted in table 11.0
Q52	TUCO Academy could invite research organisations and local community (e.g. NHS) to the conference.

Table 16: Areas that TUCO Academy can make a Difference

The survey highlights various ideas (see figure 147.0) to further support the Academy with (29/45) 64% of respondents are happy (modal class) and very happy about the inception of the TUCO Academy and Courses (links De Bonos red hat - emotions).

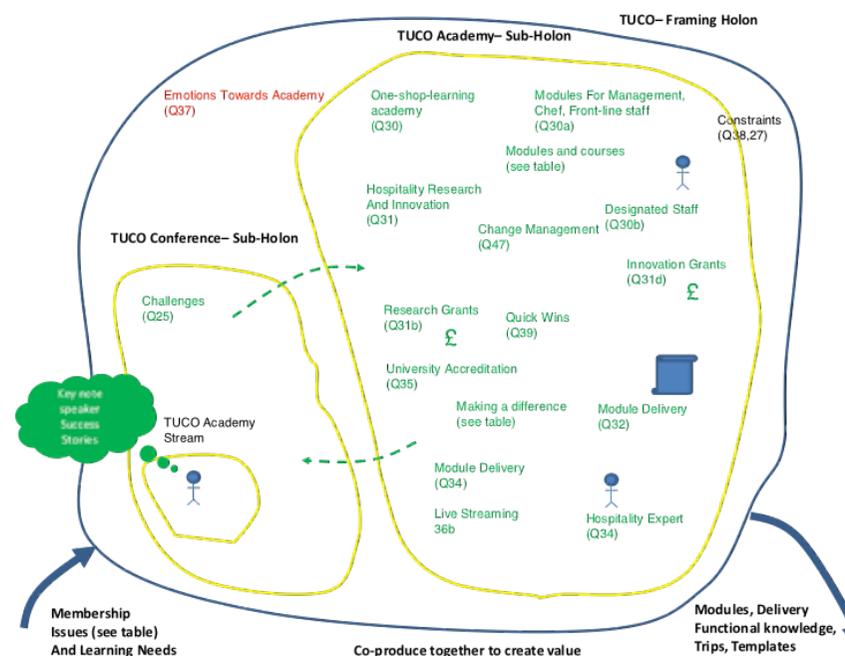


Figure 147.0: TUCO Academy

	Potential Learning modules and Courses
Q4di	Allergens, celiac, Gluten, Halal, Vegan, Vegetarian. Dietary awareness modules
Q5c	Nutrition, allergens, upselling, client engagement.
Q6	Operations management modules for controlling and improving hospitality processes.
Q7	Upselling, branding, merchandising, marketing. Nutrition and allergens information may be useful for residential catering. Bar training
Q8	Learning modules associated with MSc in Innovations and Intrapreneurship.
Q8aii	Commercial cafes, conferences, short courses – could be areas for learning and development support such as upselling, allergens, nutrition, accountancy and finance. Competencies in developing a business case (or value creation study).
Q9b	TUCO Academy might consider developing generic learning modules for front-line leaders. Staff Roles categories to identify areas of competencies skill needs, which is linked to enhancing hospitality department core competencies. Each role category could be a community of practice for sharing problems and solutions – creating networks for learning and development.
Q24b	Modules for training the mentors/coaches.
Q25	Social media learning modules.
Q28bi	MSc in Catering Operations Management could emerge, which is linked with controlling and improving catering operations.
Q28b1	MSc in Hospitality Innovation and entrepreneurship?

Q28c	Procurement, negotiation, listening and negotiation modules.
Q48a	Modules associated with Operations Management- Accounting, Capacity Management, Finance, Inventory Planning and Control, Process Design, Process Design, Process Technology, Strategy, Supply Chain Management, Operations improvement.
Q51	Modules associated with innovation – Agile project management, business case (or value proposition, creating environments, facilitation skills, innovation thinking, leadership and management, problem structuring methods, strategy development, risk analysis and management.

Table 17.0: Potential Library of Learning Modules and Courses

Table 17.0 highlights various modules and courses, which addresses hospitality department issues. Moreover, table 17.0 and 13.0 assists in exploring the primary research question - Why are these identified learning modules and courses important?

7.0 Conclusion

It is concluded that the case studies and questionnaire support the TUCO Academy, and learning modules and courses. However, there are various challenges and constraints which could affect the success of both the Academy and hospitality departments. There is emerging support the conjecture that the right learning modules for the right staff will enhance the hospitality department efficacy. This makes a difference to performance outcomes which is reflected in business marginal gains. Reading University case study highlights Matt (bar manager) who undertook training at Heineken, which led to knowledge-based innovations, and enhanced hospitality department efficacy, which is reflected in significant differences to bar revenues (business performance outcomes).

Staff competencies need to be linked with core organisational competencies and core product (see figure 146.0). Hospitality departmental efficacy is interconnected with core competencies and staff competencies. The TUCO Academy can co-produce the right modules to support business operations and/or innovations which create value for all hospitality department.



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Appendix A – Adaptive Whole (or holons) for Boundary Setting

The adaptive whole concept can be used to organise sense-making of complex real-world situations (and associated issues) that involves people. The adaptive whole concept encourages holistic thinking (or Holon Thinking). Moreover, is linked to thinking at different hierarchical levels which can have distinctive emergent properties (similar to different hierarchical levels in Biology – from cells to plants which have different emergent properties (or attributes)) (see figure A1.0).

The adaptive whole (or framing Holon (or area)) highlights the boundary of study interest (and area of change), its wider environment (wider Holon) and sub-wholes (sub-holons). This concept can be linked with ‘sense-making for change’ of an issue associated with a real-world situation from different stakeholder perspectives (or their world-view), this underpins the Holon Enquiry Methodology, which is a soft qualitative methodology (a problem structuring approach) which aims to capture the complexities and uncertainties of the situation. Moreover, the framing Holon (or whole) may receive changes (e.g. statutory requirements - knowledge of allergens) or shocks (e.g. Brexit) from the environment, which may require re-organising of boundaries in order to maintain a rationale existence.

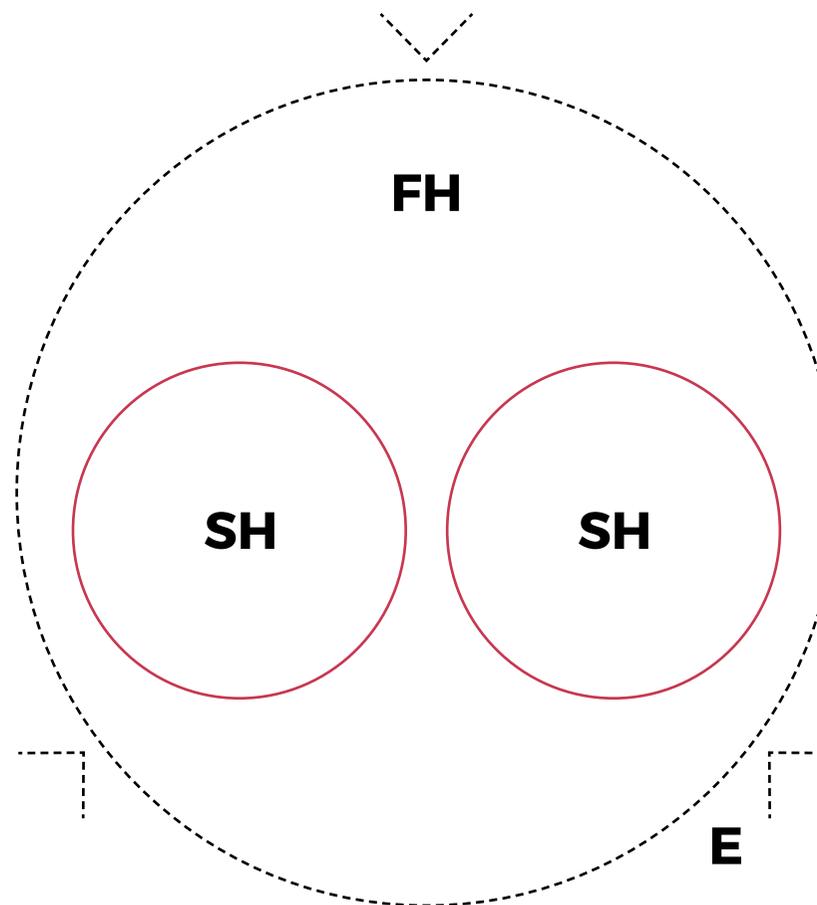


Figure A1.0: Organising Understanding (or Sense-Making) Though Holon Thinking (underpinned by the Adaptive Whole Concept (Checkland and Poulter, 2006))

Appendix B – Further Analysis through Cross-Tabulation

HOW WOULD YOU CATEGORIZE YOUR UNIVERSITY (OR COLLEGE)? * EMPLOYMENT - VERY LOW CROSSTABULATION

		Employment - Very low				Total
		Low	Neither low nor high	High	Very high	
How would you categorize your university (or college)?	Multi-centred	1	2	4	1	8
	Multi-site (Inner and outer city, and rural)	1	7	3	2	13
	Rural	1	3	2	0	6
	Urban (inner city)	1	2	3	3	9
	Urban (outer city)	1	1	3	1	6
	Other	0	0	1	2	3
	Total	5	15	16	9	45

Table B1.0: Cross Tabulation between University Location Category and Employment

HOW WOULD YOU CLASSIFY YOUR UNIVERSITY (OR COLLEGE)? * COMMERCIAL HOSPITALITY - SIGNIFICANTLY INCREASING CROSSTABULATION

		Commercial hospitality - Significantly increasing				Total
		Significantly increasing	Increasing	Neither increasing nor decreasing	Decreasing	
How would you categorize your university (or college)?	Pre-1994 (Collegiate University)	5	3	1	1	10
	Pre-1994 (Russel Group)	3	8	1	0	12
	Pre-1994	0	3	0	1	4
	Post-1994	0	1	0	0	1
	Further education	0	2	0	0	2
	Guild HE	1	0	0	0	1
	Technical college	0	1	0	0	1
	Other	0	1	0	1	2
	Total	9	19	2	3	33

Table B2.0: Cross Tabulation between University Classification and Commercial Hospitality

HOW WOULD YOU CLASIFY YOUR UNIVERSITY (OR COLLEGE)? * WHAT IS YOUR ANNUAL LEARNING AND DEVELOPMENT BUDGET? CROSSTABLATION

		What is your annual learning and development budget?														Total		
		1500	2000	2995	3000	5000	6000	6400	7000	9750	10000	12000	18000	20000	25000		40000	65000
How would you categorize your university (or college)?	Pre-1994 (Collegiate University)	0	0	0	1	2	1	0	0	0	0	0	0	0	1	0	0	5
	Pre-1994 (Russel Group)	0	0	0	0	0	0	1	0	0	2	0	1	0	0	0	1	5
	Pre-1994	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	3	
	Post-1994	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	4	
	Further education	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3	
	Guild HE	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
	Technical college	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
	Other	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
Total		2	1	1	2	4	1	1	1	1	2	1	1	1	2	1	23	

Table B3.0: Cross Tabulation between University Classification, and Learning and Development Budget

HOW WOULD YOU CLASIFY YOUR UNIVERSITY (OR COLLEGE)? *

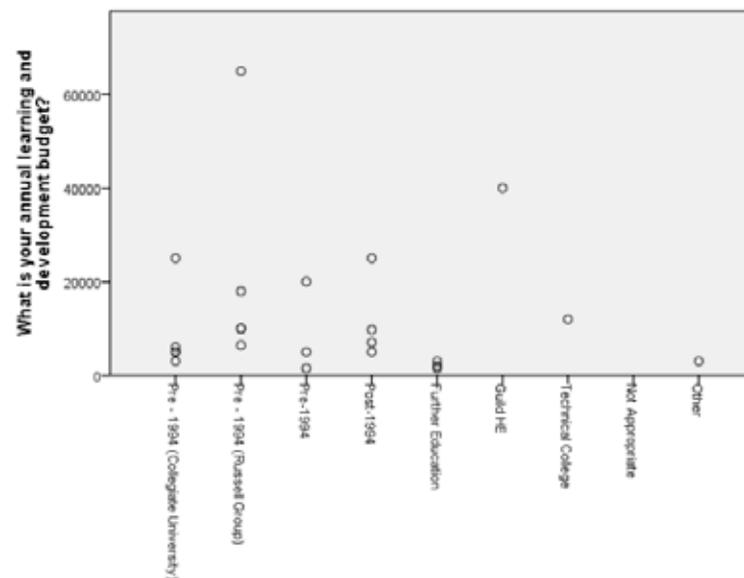


Figure B1.0: University Classification, and Learning and Development Budget

DO YOU HAVE A STAFF LEARNING AND DEVELOPMENT BUDGET? * STUDENT EXPERIENCE CROSS TABULATION

		Student Experience				Total
		Very Good	Good	Neither Good nor Bad	Bad	
Do you have a staff learning and development budget?	Yes	7	14	4	0	25
	No	2	7	1	0	10
	Not sure	0	4	0	1	5
	Total	9	25	5	1	40

Table B4.0: Cross Tabulation between Student Experience, and Learning and Development Budget



TUCO
The University Caterers Organisation

TUCO
20 Dale Street
Manchester
M1 1EZ

T: 0161 713 3420

W: www.tuco.org